University of Calcutta.

MINUTES

FOR THE YEAR

1870-71.

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1871.

University of Calcutta.

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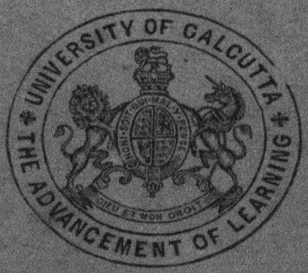
MINUTES

FOR THE YEAR

1870-71.



CALCUTTA:
OFFICE OF SUPERINTENDENT OF GOVERNMENT PRINTING.
1871.

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BENGAL SECRETARIAT LIBRARY

MINUTES

OF

THE SENATE

FOR THE YEAR 1870-71.

No. 1.

The 30th April.

Present:

MR. ATKINSON, *in the Chair.*
„ PARTRIDGE.
„ COWELL.
„ TAWNEY.
BABOO RÁJENDRÁLÁL MITRA.
„ KHETTERMOHAN CHATTERJEA.
MR. SANDERS.
BABOO PRASANNAKUMÁR SARVÁDHIKÁRI.
DR. EWART.
„ FAYRER.
MOULOVI ABDOOL LUTEEF, KHAN BAHADOOR.

1. Read report of the Syndicate on the business of the year 1869-70 (Minutes, vol. xiii, page 144).

The report was adopted.

2. In lieu of Clause I of the B. A. Regulations, the following amended Regulation was adopted:—

I.—An examination for the degree of B. A. shall be held annually in Calcutta and Agra, and shall commence in the first week of January.

3. The following resolution, moved by Dr. Ewart and seconded by Dr. Fayrer, was carried unanimously :—

That, in consideration of the great increase of work and responsibility attaching to the Registrarship of the University, and of the fact that the University may now be regarded as almost self-supporting, the Syndicate be requested to recommend that the remuneration of the Registrar be raised from Rs. 300 to Rs. 500 per mensem, with office-rent at the rate of Rs. 100 per mensem, as at present.

J. SUTCLIFFE,

Registrar.

(Confirmed)

W. S. ATKINSON

Chairman.

MINUTES

OF

THE SYNDICATE

FOR THE YEAR 1870-71.

No. 1.

The 25th June.

Present :

MR. ATKINSON, *in the Chair.*
THE REV. DR. OGILVIE.
" " K. M. BANERJEA.
DR. EWART.
COLONEL NICOLLS.

4. Read proceedings of the annual meeting of the Senate on the 30th of April.

With reference to the resolution of the Senate constituting Agra a station for holding the B. A. examination—It was resolved that the Governor General in Council be requested to sanction the following amended regulation in lieu of Clause I of the present B. A. Regulations :—

I.—An Examination for the degree of B. A. shall be held annually in Calcutta and Agra, and shall commence in the first week of January.

With reference to the following resolution of the Senate :—

"That, in consideration of the great increase of work and responsibility attaching to the Registrarship of the University,

and of the fact that the University may now be regarded as almost self-supporting, the Syndicate be requested to recommend that the remuneration of the Registrar be raised from Rs. 300 to Rs. 500 per mensem, with office-rent at the rate of Rs. 100 per mensem, as at present."

It was resolved that a letter be addressed to the Government of India, recommending an addition of Rs. 200 to the salary of the Registrar.

5. Read letter No. 38 of 17th May, from the Secretary L. C. P. I., Debrooghur, requesting that Debrooghur be added to the list of places at which an Entrance Examination may be held.

RESOLVED—

That the request be complied with.

6. Read the following letters from the Government of India :—

(1).—Letter No. 1921 of 4th April, stating that copy-right of the Entrance Course in English, with copious notes, &c., for 1871, had been granted to Messrs. Barham Hill & Co. under Act XX of 1847.

(2).—Letter No. 196 of 19th April, sanctioning the affiliation of St. Peter's College, Agra, in Arts, with effect from 1st January 1870.

(3).—Memorandum No. 191 of 2nd April, intimating that Financial Resolution No. 340 of 21st January 1868, granting travelling allowances to University Examiners, had been rescinded.

ORDERED—

To be recorded.

7. Read letter No. 3691, dated June 1870, from the Government of India, drawing attention to the request made in

paragraph 3 of the following despatch from Her Majesty's Secretary of State for India :—

No. 40.

INDIA OFFICE;
LONDON,
Dated the 28th April 1870.

From—The RIGHT HON'BLE THE DUKE OF ARGYLL, K.T.,
Her Majesty's Secretary of State for India,

To—HIS EXCELLENCY THE RIGHT HON'BLE THE GOVERNOR GENERAL OF INDIA IN COUNCIL.

I have had before me in Council the despatch of Your Excellency in Council, dated the 21st of December last, No. 108, forwarding, in reply to a requisition by Her Majesty's Civil Service Commissioners, information respecting the sense in which the rule of the Calcutta University as to the age of students on admission is, and has been, understood, whether by the authorities of the University and of the Colleges in which students are prepared, or by the natives who present themselves for admission.

2. Your despatch and its enclosures were duly communicated to the Commissioners.

3. I have only now to desire that Your Excellency in Council will request the University and College authorities to use strict precautions for preventing the possibility of any misunderstanding on the part of native candidates for the University as to the right interpretation of its rule regarding the age of admission, namely, that a candidate must have completed sixteen years from the date of birth to be eligible in respect of age for admission to the University. The same authorities should further be requested to take care that none be admitted without having first furnished clear proof of having completed such term of life.

4. Your Excellency in Council will, at the same time, take such measures as you deem fit for promulgating, as far as practicable, among the natives generally, in the territories under your

control a distinct understanding in the above sense as to the rule in question.

5. You will also call on the Government of Madras to follow, as regards that Presidency, the course indicated in the two preceding paragraphs of this despatch.

RESOLVED—

That paragraph 3 of the despatch be reconsidered at a future meeting of the Syndicate, but that, meanwhile, the following be prefixed to the certificate for Entrance candidates as an instruction to educational authorities :—

"The authorities signing this certificate are requested to use strict precautions for preventing the possibility of any misunderstanding on the part of any candidate as to the right interpretation of the rule regarding the age of admission, namely, that he is not eligible for admission unless he will have completed sixteen years from the date of birth on the 1st of March next."

8. Read the following letter from Miss Craik, dated London, 4th May 1870 :—

SIR,—Your letter to my late father has been forwarded to me by Messrs. Thacker Spink & Co., and I am happy to say in reply to it that I am sure I am only acting in accordance with what would have been my father's own wish in expressing my cordial assent to your making whatever use appears desirable to you of the *Pursuit of Knowledge* for the purpose indicated in your letter.

ORDERED—

That the thanks of the Syndicate be conveyed to Miss Craik for permitting the University to make extracts from the *Pursuit of Knowledge.*

9. Read a letter from the Tagore Professor of Law, requesting that the balance of the fund available for printing the lectures may be made over to him, after deducting a sufficient sum for contingencies and for defraying the expense of the distribution of 500 copies of the lectures.

RESOLVED—

That, before replying to Mr. Cowell's letter, the following questions be referred to the Faculty of Law :—

With reference to the provisions in the Will of the late Prasannakumár Tagore for the creation of the Law Professorship and the publication of the lectures delivered, who, agreeably to the provisions of the Will, has the responsibility and duty of printing and publishing them, and in whom does the copy-right vest—the University or the Law Professor?

10. Read a memorandum from the Tagore Professor of Law suggesting that the Hindu Law of Inheritance should form the subject of lectures for 1871.

ORDERED—

That the proposal be referred to the Faculty of Law.

11. The Registrar laid before the Syndicate a minute by the Hon'ble W. Markby on the subjects of Examination and list of text-books for the degree of B. L.

ORDERED—

That the minute be submitted to the Faculty of Law for consideration and report.

12. The Registrar reported that he had made a further purchase of 5 per cent. securities of Rs. 2,500 on account of the

Premchand Roychand Fund, as per following memorandum :—

New 5 per cent. Government Securities—							
No. 011500-001657 of 1856-67 for	Rs.	1,500	0	0			
„ 38227-001657 of ditto	„	1,000	0	0			
		2,500	0	0			
Interest from 28th February 1870 to 23rd April 1870, being 1 month 23 days, at 5 per cent.	Rs.	18	6	5			
Premium on ditto at 7-6 per cent.	„	184	6	0			
					2,702	12	5
Commission at ¼ per cent.	...			...	6	12	1
				Rs. ...	2,709	8	6

ORDERED—

That the investment be approved.

13. The Examiners for the License in Civil Engineering reported that the following students had attained the standard for passing :—

CLASS I.

Káliprasanna Mukhopádhyáy—Presidency College.

CLASS II.

In Order of Merit.

Háránchandra Bandyopádhyáy ..Presidency College.

Aghornáth Mukhopádhyáy ... Ditto.

ORDERED—

That the names of the successful candidates be published in the *Gazette*.

14. The Registrar laid before the Syndicate the replies of the Chief Commissioners of Oudh and the Central Provinces to the Vice-Chancellor's minute.

ORDERED—

To be brought up for consideration after replies have been received from the other local Governments.

(Confirmed). J. SUTCLIFFE,

W. S. ATKINSON, *Registrar.*

Chairman.

MINUTES

OF

THE FACULTY OF LAW

FOR THE YEAR 1870-71.

No. 1.

The 23rd July.

Present:

THE HON'BLE MR. NORMAN, *in the Chair.*
THE HON'BLE SIR C. P. HOBHOUSE.
THE HON'BLE MR. MARKBY.
KUMÁR HARENDRA KRISHNA, RÁI BÁHÁDOOR.
MR. HERBERT COWELL.
MR. G. S. FAGAN.

15. The Faculty proceeded to consider the questions submitted by the Syndicate in the following reference :—

With reference to the provisions in the Will of the late Prosunno Coomar Tagore for the creation of the Law Professorship, and the publication of the Lectures delivered—Who agreeably to the provisions of the Will has the responsibility and duty of printing and publishing them, and in whom does the copyright vest, the University or the Law Professor ?

The Faculty were of opinion—

(1). That according to the provisions of the Will, the responsibility and the duty of causing 500 copies of the Lectures to be printed and published rest with the University.

(2). That, subject to the right of the University to print and distribute gratuitously 500 copies of the Lectures, the copy-right in such Lectures belongs to the Professor.

16. The Faculty proceeded to consider a proposal by the Tagore Professor of Law, that the subject of Lectures for 1871 should be the Hindu Law of Inheritance.

The proposal was adopted by the Faculty.

17. Read the following Minute by the Hon'ble Mr. Markby on the subjects of Examination and list of Text-books for the B. L. Examination :—

Few people, I fear, will thank me for re-opening a discussion which has been only recently closed. No one, however, would fail to blame me for a tacit acquiescence in that which I consider wrong. I foresaw this rather awkward dilemma, and for this reason I hesitated about becoming a member of the Faculty of Law. But now I have no choice but to express my views.

Although any person who reads this Minute will probably be well acquainted already with that which is usually called, and which I shall call, the course of legal studies adopted by the University, I shall state it here for convenience of reference, and a little more in detail than it is given in the calendar.

The course lasts (nominally) three years.

During the first two years the study of law is pursued concurrently with Arts; during the last year it is pursued alone.

There is an examination in law which takes place at the end of the third year; that is, one year after the examination in Arts.

The regulations require a paper of questions to be set in each of the following subjects :—

1. The Principles of Jurisprudence, the Law of Personal Rights and Status, and the Law relating to the infringement of such Rights as administered in British India.

2. The Rights of Property, and the infringement of them; the modes of its acquisition; and the Law of Succession as well testamentary as *ab intestato*.

3. Land Tenures in Bengal and the Revenue Laws.

4. The Law of Contracts.

5. Civil Procedure Code and Evidence.

6. Penal Code and Code of Criminal Procedure.

The following are laid down as the text-books for examination :—

PRINCIPLES OF JURISPRUDENCE.

	No of pages.
STEPHEN'S BLACKSTONE—	
Introd., Sec. 2—On the Nature of Laws in general ...	19
KENT'S COMMENTARIES—	
Part I, Lec. 1—Of the Law of Nations	20
„ III, Lecs. 20, 21, 22, 23—Of the Sources of Municipal Law [in America] ...	107
STORY'S CONFLICT OF LAWS—	
Chaps. 1 & 2 —General International Jurisprudence ...	36
or	
WHEATON'S ELEMENTS OF INTERNATIONAL LAW—	
Part II, Chap. 2—Rights of Legislation over foreigners or subjects resident abroad ..	135
	182 or 281

PERSONAL RIGHTS AND STATUS.

STEPHEN'S BLACKSTONE—	
Book I—Personal Rights, Security, and Liberty ...	16
„ III—Rights in private Relations—	
Chap. 1—Master and Servant	13
„ 2—Husband and Wife	42
„ 3—Parent and Child	22
„ 4—Guardian and Ward	20
Book IV, Part I—Public Rights—	
Chap. 1—Parliament	76
„ 2—The Sovereign	21
„ 6—The Royal Prerogative	66
„ 10—Magistrates and other Public Officers ...	32

	No of pages.
Book IV, Part III—The Social Economy of the Realm—	
Chap. 1—The Law of Corporations	40
„ 7—Highways and Bridges	14
„ 10—Public Conveyances	10
„ 13—Professions	17
KENT'S COMMENTARIES—	
Part IV, Lec. 24—The Absolute Rights of Persons ...	52
„ „ 25—Aliens and Natives	41
„ „ 26—Marriage	26
„ „ 27—Divorce	55
„ „ 28—Husband and Wife	84
„ „ 29—Parent and Child	48
„ „ 30—Guardian and Ward	21
„ „ 31—Infants	18
„ „ 32—Master and Servant	33
„ „ 33—Corporations	91
STRANGE'S HINDU LAW—	
Chap. 2—Marriage	27
„ 3—The Paternal Relation	11
„ 4—Adoption	34
„ 10—Widowhood	17
or	
MACNAGHTEN'S HINDU LAW—	
Chap. 5—Marriage	6
„ 6—Adoption	3
„ 7—Minority	3
MACNAGHTEN'S MAHOMEDAN LAW—	
Chap. 7—Marriage, Dower, Divorce, and Parentage ...	6
„ 8—Guardians and Minority	3
„ 9—Slavery	3
STORY'S CONFLICT OF LAWS—	
Chap. 3—National Domicil	14
„ 4—Operation of Foreign Laws	111
	1,084 or 1,017

THE RIGHTS OF PROPERTY, THE MODES OF ITS ACQUISITION, AND HEREIN OF THE LAW OF CONTRACTS AND SUCCESSION AS WELL TESTAMENTARY AS AB INTESTATO.

	No. of pages.
STEPHEN'S BLACKSTONE—	
Book II—Rights of Property—	
Introd.—Property in general	16
* Part I—Things Real [except the Chapter on Tenures]	482
„ II—Things Personal	239
KENT'S COMMENTARIES—	
Part V—Personal Property	503
„ VI—Real Property	670
MACPHERSON ON CONTRACTS	170
* WILLIAMS ON REAL PROPERTY	144
STRANGE'S HINDU LAW—	
Property	139
Contracts	44
or	
MACNAGHTEN'S HINDU LAW OF PROPERTY	56
MACNAGHTEN'S MAHOMEDAN LAW OF INHERITANCE AND PROPERTY	70
DATTAKA CHANDRICA [ADOPTION]	34
MACPHERSON ON MORTGAGES	230
	2,597 or 2,132

THE LAW OF EVIDENCE, CRIMES. AND PROCEDURE.

INDIAN PENAL CODE	173
INDIAN CODE OF CRIMINAL PROCEDURE	140
STEPHEN'S BLACKSTONE—	
Book V— Civil Injuries	446
„ VI—Crimes	480
CODE OF CIVIL PROCEDURE	107
	1,346

Besides these, the list contains "Taylor, *or* Goodeve, *or* Norton on Evidence," and "all Acts and Regulations in force,

* Alternative.

regulating the Revenue Courts of the Bengal Presidency," which I estimate (roughly) at 1,500 pages, as I do not suppose any one would attempt the whole of Taylor's ponderous work. The total is thus brought up to six or seven thousand pages.

By principles of jurisprudence, which is the subject of the first section, I imagine, is meant the principles of general jurisprudence, or the principles of law which are common to all systems alike.

The word "principles," though commonly used, and quite correct enough for the purpose, does not, perhaps, exactly express what is generally taught under this head. As far as I am aware, general jurisprudence, for the most part, resolves itself into an inquiry as to the true nature of certain universal conceptions, relations, and distinctions of positive law. Such universal conceptions are law, sovereignty, political society, duty, right, obligation, intention, guilt, custom, liberty, injury, crime, punishment, redress, person, thing, contract, error, fraud, possession, ownership, servitude or easement, limitation, prescription, procedure, inheritance, testament, family, marriage, and others which do not at this moment occur to me. Such universal relations are those between parent and child, guardian and ward, husband and wife, master and servant, and so forth. Such universal distinctions are those between positive law and morality; between rights availing against the world at large and rights availing only against individuals *(in rem* and *in personam);* between obligations which arise out of contract, obligations which arise out of delict, and obligations which arise out of neither *(quasi ex contractu* or *quasi ex delicto);* between injuries and crimes, and so forth.

It can hardly be said that these conceptions, relations, and distinctions have been brought together into a systematic whole according to any complete logical arrangement. It cannot, therefore, be said strictly, that there, has, as yet, been constructed a science of general jurisprudence, but a very considerable advance has been

made in this direction, especially in England. At any rate, the foundations are laid. The inquiry, so far as it has gone, has been conducted on scientific principles; and the deductions, so far as they have been made, are acknowledged to be in the highest degree weighty and forcible.

Such I conceive to be the subject of study which is proposed to students at the outset of their career, and I entirely accede to the wisdom of the selection. But I am wholly unable to perceive the same wisdom in the choice of books in which the student is directed to pursue it.

The first book in the list is Stephen's edition of Blackstone, and the portion which the student is directed to read is Section 2 of the Introduction. This section consists of nineteen pages. The first four and half are taken up with a discussion concerning what are called "the law of nature, the revealed law, and the law of nations." The object is to prove that these are all, in substance, identical. That this equation is wholly false has been amply demonstrated by Austin and Bentham. But it becomes absolutely startling when propounded to students, some of whom are Christians, some Hindus, some Mahomedans, some Parsees, and some Buddhists. If the Senate really adopts this doctrine—and from its being so carefully selected one is almost tempted to suppose so—it seems impossible to escape from the conclusion that all revealed laws are alike. This seems to be capable of mathematical demonstration; for the law of nature must always be the same, and things which are equal to the same are equal to each other.

Then follows Blackstone's definition of law. It is not so much faulty as singularly feeble in elucidation, when compared with others of the same kind. It ends with the absurd error that sovereignty and legislature are convertible terms.

Then we have the celebrated digression into the origin of political societies. Does the University really mean, after telling

its students that the Koran and Shasters are only the law of nature in another form, to impress them with the idea that our right to govern them rests upon their assent, express or implied? Is the Senate really prepared to take up the cudgels in favor of the theory of an original contract, after that theory has been demolished by Hume, and on its revival by Blackstone, again demolished by Bentham, since which not a single writer of authority has defended it? If they are not, why, at the very outset, is the mind of the student to be filled with this error?

This digression occupies about six pages. Then follow five or six pages which is such a curious patchwork that it is not very easy to understand. It is, however, chiefly concerned with the form of law, and not with its essence; and it is not, therefore, very important. It is, nevertheless, full of the now-exploded error that the binding force of law is not always the same.

I do not attempt to apologize for these broad statements. If I were really hazarding opinions of my own against those of the University, I should, of course, express myself very differently. But in characterising this part of Blackstone's Commentaries as erroneous and absurd, I am only repeating opinions of accepted authority. I don't for a moment mean to intimate that any of my colleagues would really attempt to defend such doctrines. But are they not responsible for bidding others to learn them? I cannot acquit either them or myself of this responsibility.

Besides Blackstone, we refer the student to portions of the writings of Kent, Story, and Wheaton. Why the Senate should have thus carefully selected American authors who have *not* written on the subject in hand, in preference to English authors who *have*, it is difficult to conceive. But when I refer to the passages selected, and find that the greater part of them relate exclusively to international law, the difficulty of understanding the selection is much increased; but I think I have traced the error to its source. As every one knows, Grotius, by a happy and ingenious artifice, got

his new ideas into favor by treating the *jus gentium* or *jus commune omnium gentium* of the Roman lawyers as identical with his own *jus gentium* or *jus inter gentes* (the *jus feciale* of Rome). The artifice was, of course, long ago discovered and exposed. But the disentanglement of the confusion was not such a simple matter as it now seems. The curious and interesting history of it is told, rather heavily, by Mr. Wheaton, in one of the very books referred to. The University, probably misled by Blackstone (who ought to have known better, as one of his own predecessors at Oxford first hit the weak point in Grotius's system), has simply reproduced the confusion. True it is that general jurisprudence is to be studied in the *jus gentium*, but not in the *jus inter gentes*. True it is that these, though they are so distinct as to belong one to law and the other to morals, do yet contain some few ideas in common. The artifice of Grotius consisted not so much in the allegation of a false identity of ideas, as in confounding the basis of authority of the law which governs a single political society and that of the law which regulates the intercourse of two or more independent political societies. Everything, for instance, to the international lawyer, depends on a complete and adequate conception of sovereignty. This is also a conception of the highest importance to the lawyer proper; and both conceive the idea of sovereignty exactly alike. But let any one for himself investigate how many of the other leading notions of jurisprudence he will find elucidated in the passages of those American writers to which the student is referred in this section of the course.

The student is also directed to read a portion of Story on the Conflict of Laws. But this is the conflict of laws between two independent or semi-independent political societies, and not the conflict of laws arising from the recognition of several distinct systems under one government. Such a conflict, as the former, might arise between an Englishman and an American, between an American and a Frenchman, or between two members of two different States in the United States of America. But such a con-

flict could very rarely arise here. On the other hand, the strangest conflict of laws between Hindus, European British subjects, Native Christians, Mahomedans, Jews, Parsees, and so forth, all living as members of one political society, arises here every day. This, though at once a subject of the highest interest, the most complicated difficulty, and the deepest practical importance, is hardly touched upon in the course. It does not belong to general jurisprudence, for it has scarcely a parallel in the history of mankind. Perhaps that which is most like it is the state of France or Italy after the barbarian invasion. It is obviously a transient condition. Out of this chaos a single system must one day be evolved containing within itself some of the features of all the systems which at present exist. Which of them will predominate will ultimately depend on the bent of mind and pursuits of the people who inhabit this country. To work out this development is the constructive task which lawyers have to perform; and I venture to say that the first step towards a successful performance of it is to grasp clearly in our minds those very ideas which the University course in its present shape is above all things likely to obscure.

The only other passage recommended for this section of the course is the lectures in Kent's Commentaries on the sources of American Law. That the sources of law, in the sense in which Kent uses the term, is one of the matters with which general jurisprudence is concerned, I do not deny. But I am wholly at a loss to conceive why the student of law in this country is directed to study the sources of law in a book which treats only of the sources of law in one particular foreign country; and I am still more surprised that the country selected should be one in which the constitution is so peculiar that its sources of law have less in common with their own than those of any other country in the world. In America, the condition of things is such that Chancellor Kent finds it necessary to caution his readers against accepting the very first axiom of the British, and of nearly every other government, that the Legislature is supreme. (p. 503, ed., 1860).

I think I have said enough to show that some revision is required in the course of studies laid down by the University for students in law; but I am very far from having pointed out even the most obvious of the objections which, I think, may be taken to it. Looking at the remainder of the course generally, the first thing that strikes one is the very curious classification which has been adopted. I have in vain endeavoured to discover on what principle it is founded. Why is the second section called "Personal Rights and Status"? What the Roman lawyers erroneously called the law of persons, Blackstone still more erroneously called rights of persons. Stephen, perceiving (to some extent) Blackstone's error, divided Blackstone's rights of persons into personal rights, public rights, and social rights. This classification I think also wrong, but it is intelligible. The University, however, has not adopted it. It has adopted Stephen's term "Personal Rights," I suppose, in the same sense as he uses it, and has called all the rest "Status." But of all possible significations which have been given to the word status, and they are numerous enough, where on earth was it ever made to include the law of highways, bridges, and public conveyances!

The next thing that strikes one is the vast amount of American law. On a comparison of pages, it will be found that about one-third of the whole is American. Now English law *qua* English law is useful, because it is one of the systems applied here, but American law *qua* American law is useless On what principle is this enormous quantity of it imposed on the Indian student?

I admit that it may be useful to study a system of law which is not in actual application in the country to which the student belongs. I would even go so far as to admit that the plan universally adopted by the faculties of law in continental Europe, according to which all legal studies are commenced upon a system of law not in actual application anywhere, is good. But why?

Because it has been found by experience that the best way of commencing law studies is that which is proposed also by our own University, namely, by learning general principles. And it so happens that in Europe all general principles are derived from one system—the Roman. In every University of Europe, therefore, where law is taught, the student commences with Roman law. But, besides this, Roman law, in some parts of Europe, still approaches very nearly to an applied law. What the student, therefore, really learns under that name is general jurisprudence, for teaching which the Roman law happens, for the reason just now stated, to be an excellent vehicle. This might not be apparent from a mere inspection of the course itself as laid down by any continental University, but I speak from my own knowledge that this is the case in the Universities of Germany, France, and Holland. It is merely an accident, however, that the Roman law serves this purpose so well in these countries. It would not serve it nearly so well in England or America. Here I doubt whether it would serve it at all; and even on the continent of Europe, in my opinion, jurisprudence has suffered as a science by the too constant identification of the general principles of law with the principles of the Roman law. But this is beside our purpose. I do not think any one would seriously doubt, that if any one system of law was to be chosen for the purpose of inculcating general principles, that that system must be the Roman. It ought certainly not to be the American—least of all the American treated as Kent treats it in the passages selected.

I need hardly remark, moreover, that, if it is for purposes of general jurisprudence that all this American law is to be learnt, it belongs to the first, and not to the second and third sections of the course.

This enormous amount of American law becomes more astonishing still when we compare it with the amount prescribed of Hindu and Mahomedan law, the only law with which ac

least 90 out of every 100 students have anything practically to do. I calculate, as I have said, the whole amount of matter directed to be read at seven to eight thousand pages, and the following are the proportions in some of the more important topics :—

	No. of pages.
MARRIAGE—	
English Law	12
American Law	27
Hindu Law	27 or 6
Mahomedan Law	2
PARENTAGE—	
English Law	22
American Law	48
Hindu Law	11
Mahomedan Law	2
MASTER AND SERVANT—	
English Law	13
American Law	33
Hindu Law	0
Mahomedan Law	0
PROPERTY AND INHERITANCE—	
English Law	721
American Law	1,173
Hindu and Mahomedan Law	753

I am wholly at a loss to understand these proportions. Why, after 42 pages of the English law of Marriage, should a student be compelled to read 27 pages of the American law on the same subject; whereas whilst he is permitted to read 27 pages of Hindu law on this important topic, he is at the same time told that he is not obliged to read more than six? Why, after 721 pages of the English law of property and inheritance is insisted on, should he then have to wade through 1,173 pages of American law on the same subject; whereas, here again, wherever Strange and Macnaghten have touched upon the same question, he is carefully warned that he need not take up both? Surely, a student of our University had better be acquainted with both

these authors, and might dispense with a knowledge of the very peculiar views of Americans with respect to aliens, which he is now obliged to learn.

But if I once begin to ask these questions, I really hardly know where I should stop. Excluding evidence and revenue, I find about 6,000 pages to be studied. Not more than 1,500 pages of this, or one-fourth of the whole, are even likely to be of the smallest practical use to any single student, unless he should happen to become a Calcutta attorney, that is to say, not to more than three or four out of every hundred. More than half would not be of the smallest practical use even in Calcutta.

I do not conceal from myself how much easier it is to criticise the work of others than to do a thing yourself; and I should not be justified in attacking the present system, unless I had considered what was to be substituted for it. I should, indeed, if necessary, adopt a view which was long ago expressed on a somewhat similar occasion, that it is better to starve our students on ignorance than to feed them with error. But great as the difficulties are, we are not yet driven to this desperate remedy. We have in the works of Bentham, Austin, and Mr. Maine not exactly text-books for the student, but a mine of wealth for the lecturer; and we can lay a foundation of general jurisprudence, I do not hesitate to say, as sound and as durable as any University in the world, if we only set about it in the right way. To accomplish this alone would be no small matter in a country like India, where such huge gaps have to be stopped by general principles.

But though the difficulty of procuring sufficient assistance for our students in the shape of books and teachers is a great impediment to our advancing beyond this, which is but the threshold of a legal education, I do not think the attempt to complete the course is hopeless. I disapprove of the course as it exists, but I am prepared to propose another in its place.

I shall first consider what period of time should be devoted to legal education. I shall then propound my course, and I shall attempt to justify the points of difference between my proposition and that sanctioned by the regulations. Throughout I shall consider not only what is abstractedly best, but what with reference to existing circumstances can be practically attained.

The time now appropriated to law is one year exclusively and two years concurrently with Arts. Everybody, I believe, admits that what is really given to law is the one year after Arts are disposed of, and that one year only. The regulations force the students to pay for three years' lectures and to attend 75 per cent. of the total number delivered in the three years. But the attendance for the first two years is merely nominal, it being almost an invariable rule that the student never opens a law book till the last year.

Not only is this an enormous waste of the very limited law teaching power which is possessed by any institution in India, but it is not possible for students, within so short a period, to accomplish anything which should entitle them to a degree.

I see that the Faculty of Law has already recommended that the law course should not be entered upon until after the students have finished their examinations in Arts. But the question as to the period during which the law course is to last seems to be left open. I think that, having for so many years granted degrees after one year's preparation only, we might, for the present, at any rate, grant our first degree after two years.

Even in a two-year's course there ought, I think, to be two examinations; but perhaps that is not attainable. And the difficulty of providing for a sufficient number of examinations is one of the reasons in favour of a two-year's rather than a three-year's course for the B. L. degree.

That being the period fixed, I would arrange the subjects for examination thus :—

Class 1 :—

1. The province of law, and the conceptions, relations, and distinctions common to all systems of law.

2. The history and constitution of the courts of law and legislative authorities in India.

3. The sources of law in India.

Class 2 :—

4. The land tenures of Bengal.

5. The law of mortgage in India.

6. The law of registration.

7. The revenue laws.

8. The law of inheritance and testamentary law in India.

9. The law of contracts in India.

10. The law of limitation and prescription in India.

11. The law relating to persons in their public and private capacities in India.

12. The leading features of the Hindu family system.

13. Civil injuries and the obligations which arise out of them.

14. Outlines of Civil Procedure.

15. Criminal law not including punishments.

16. Outlines of Criminal Procedure.

I do not venture to claim for this arrangement that it is completely scientific; but I hope I shall not be considered too presumptuous if I claim to have made some improvement even in this respect upon the present regulation. I have indicated that the student is to commence with what is sometimes called the history and philosophy of law, but which I prefer to call general principles, and afterwards to take up applied law, as the best authorities agree ought to be done. I have got rid of the very objectionable term "Personal Rights and Status;" and I have separated the

consideration of rights (*i. e.*, primary rights) from the consideration of the infringements of them (*i. e.*, secondary or sanctioning rights)—a distinction of some importance to the student.

But the great distinction is not one of form; it is one of substance. I have excluded all the American and the exclusively English law, as well as the law of evidence. The difference here is so great that I feel I must defend my position; and to do so I must come to clear understanding, what we undertake when we lay down a course of legal studies.

I understand that we undertake to direct the student how he had best employ those years of his life in which he is to prepare himself to carry on the business of a lawyer, either as an advocate or as a judge.

There are many persons, including amongst them even lawyers of eminence, who think that a young man ought not to spend those two years in a school, as a student, at all, but in a practising lawyer's chambers, as an apprentice. I need not now enter into this discussion. The Senate, the Government, the High Courts have unanimously decided otherwise, and I accept their decision.

There are others who think that, even if law is taught at all, it should only be such law as the student will have actually to apply.

Others, again, think that there should be coupled with a study of the law which the student will have to apply, a study of the general principles common to all systems of law. Some have even gone so far as to say that these last alone are a fit subject for University teaching, and that a student should be left to acquire applied law in practice, or elsewhere.

Our own University has taken the mean between these views, and I do not doubt that its decision is a right one. The strongest advocate for teaching applied law would, I am sure, admit that some explanation and illustration are necessary. No one would,

I imagine, confer a University degree on a mere successful effort of memory. Whether, therefore, general principles of law be or be not admitted by name into the course, it will be absolutely necessary that teacher and pupil should know something of them, inasmuch as without them anything like an explanation of the rules of applied law is impossible. And, on the other hand, notwithstanding the somewhat high sounding, but to my mind not very intelligible talk about all the energies of the University being directed to intellectual cultivation, and not to the teaching of professional details, I do not think there can be really any difference of opinion, that it is our business to turn out men fit to become pleaders and moonsiffs. If so, we must teach them the law they will have to use and administer. Were we not to do so, the High Court could scarcely admit our students to practise, or give them judicial appointments, on the strength of our examination, and we should lose our hold on legal education altogether.

The truth, however, is that this opposition between teaching applied law and general principles is purely imaginary. Not only is the knowledge which a man acquires by the use of his reasoning faculties better in kind than that which is acquired by a mere effort of memory; not only is it more durable, but it is more rapidly acquired. The time which a student spends, therefore, in understanding the law which he reads is expended on the same ultimate object that all have in view—the acquisition of applied law. By adopting this method we improve the quality of his store of applied law without lessening its quantity. From first to last he is learning applied law. The very existence of general principles common to all systems assumes that they are to be found in any given system. On the other hand, it is only through the recognition of such general principles that the study of law claims to become rational and not dogmatic. And though it is found to be an economical arrangement of time and labour to study the *generalia* first and alone, this is only a preparation for the special studies

which are to follow. Even whilst laying down general principles, illustrations will have to be taken from some existing system, and this can and should be generally done from the particular system which the student himself will have ultimately to apply. For instance, some of the principles which regulate civil procedure are common to all or most systems of law; these can be taught just as well out of Act VIII of 1859, as out of the title of the Institutes De Actionibus.

Nothing can be more wholesome for the student than thus to arrive at the law which he will have to apply; he will so come to view it, not as a dry set of arbitrary rules, or at best as a sort of mystery which it is hopeless to gauge by any ordinary standard, but as the direct and logical deduction of principles which recommend themselves to his reason and common sense. It is easy to perceive how much more firmly he will grasp the law, how much more judiciously he will handle it, when it is acquired in this way, than if he had trusted to his memory alone.

I should, therefore, admit the study of general principles, and I have great hope that, if properly taught and made use of, we might thus avoid throwing a student of law into that absurd condition of mind in which, as is commonly found, he seems to think that it is the first duty of a lawyer to abandon his common sense. I have actually heard teachers of law warn their pupils at the outset to get rid of their "preconceived opinions," a very easy way to prevent their asking troublesome questions. It is to this I attribute the well-known extravagances of technicality which all very young lawyers indulge in. This would certainly be prevented if law was conceived by them as one of the great institutions of society, as Bentham, Austin, and Mr. Maine have conceived it.

I have gone at length into this question, because I know it is impossible to re-open this discussion without a battle upon these topics. I have, therefore, not only stated my adherence, but the

reasons for my adherence to the University course in its present shape in this respect.

This being the general outline, it remains to be decided with what special subjects it is to be filled up. As to these to a very large extent there will be no dispute. I have introduced nothing into my course which is not to be found in that already adopted by the University. The question between us is one of exclusion.

I will assume also for the present that, if anything more is admitted, the University has chosen the right subjects for admission. What I deny is that there is room for a page more than I have set down; and further I assert that what I have excluded is the least essential part of the present University course.

I fear I must assume that the Senate has, on the first point, come deliberately to a different conclusion. I should bow to their decision were I not convinced that in this respect they differ from every other University or similar institution which teaches law.

If any one disagrees with me in this opinion, I can only ask him to make the comparison which I have made. Thus much is certain; nowhere is the period of time allotted for the study of law so short; nowhere is the assistance which the student derives from books and teachers so small as here. The analogous period in every University of Europe extends at least to three years, very often to four, and sometimes, as in Holland, to five. The Faculty generally contains four or five Professors of great experience wholly devoted to teaching law. Everywhere else books have been expressly written for almost every part of the course. Yet putting aside all these disadvantages, putting also out of consideration that the Indian law student is obliged to study law in a language not his own, I still think the course, even reduced as I have reduced it, larger by comparison than that of any University in the world.

I cannot, therefore, come to any other conclusion than that the list, as I have drawn it, is already full; and that nothing more

can be inserted except by way of substitution for what is already there. For I cannot assent to any subject being admitted which it is not intended that the student should thoroughly master. It is not one of the least evils of the present system that the list is so overloaded as to make some considerable omission a matter of physical necessity. This must greatly embarrass students in preparing for their examinations, and leaves them far more dependent than they ought to be on the caprice of the examiner. I am compelled to use this term, because I find that in successive years even the same examiner does not always adhere to the same line.

It does not seem to me to require any lengthened argument, after what I have said of the theory of legal education, to establish that, if exclusion is necessary, I have applied it to the right subjects. At any rate, I think, I need not add to what I have already said in reference to American law, when considering the course as it at present stands. The English law is, no doubt, an applied law to a limited extent in Calcutta, but nowhere else; and not ten per cent. of our students ever have to apply it, or see it in application. Can it for a moment, then, compete with any of the subjects which are of almost universal application? It seems to me impossible. Yet the effect of leaving it in may be judged from the fact that in the last examination but one in the paper on property it occupied nine questions out of thirteen; of the four remaining there are three in which it cannot be known whether English law or the law applicable generally in the mofussil is referred to; the last question alone expressly refers to Hindu law. This, coupled with the prominence given to the English law of real and personal property in the list of books, is quite enough to ensure a very large portion of the time of the student being devoted to this subject.

The law of evidence is more debateable, I admit; and it is only pressing necessity which drives me to exclude it. The practical importance of the subject is greatly in favor of its admission.

But the extreme uncertainty of the law in its present condition and the probability that it will very soon undergo a radical re-construction are to my mind decisive reasons for keeping it out of the list at any rate for the present. It is one of the many things the student will have to learn after obtaining his degree. It is by no means the only subject which I omit with regret; I think that the Constitutional History of England, though not, strictly speaking, law, is so nearly allied to it, and so useful, as to be a most desirable subject of study.

The last question I have to consider is as to the list of books. After much consideration, I have come to the conclusion that it is not worth while to try and amend it, because it is impossible to publish a complete one. There are some books which are inevitable, such as the works of Macpherson, Strange, and Macnaghten. For the rest, the student must depend on the guidance of his teacher. . There are no other books that I know of except these that can be properly called text-books. The 1st, 5th, and 6th lectures of Austin might be selected, but a list of books, if issued at all, must be complete, and this I think a long way off being possible. Whatever, therefore, may be advantages, in the abstract, of a list of books, I think we are compelled by circumstances to abandon these, and to trust to lectures to supply the assistance which we are unable to afford. I have to some extent supplied the deficiency by being somewhat more specific in my enumeration of subjects, and I think that perhaps it might with advantage be made more specific still.

I may sum up my propositions under the following heads:—

1. That a Bachelor of Arts should be admitted to the B. L. examination, provided he has passed the B. A. examination not less than two years previously, and has attended lectures in a recognized school for two academical years.

2. That Regulation 6 of the Regulations for a Licence in Law should be omitted.

3. That Regulation 7, which prescribes the list of subjects for examination, should be altered as above proposed.

Some corresponding alteration to the first will have to be made in the rules of examination for a Licence in Law; but to avoid prolixity, I have discussed the question with reference to the B. L. degree only.

W. MARKBY.

CALCUTTA, 24*th May* 1870.

RESOLVED :—

That the under-mentioned Members of the Faculty be appointed a Sub-Committee for the purpose of considering and reporting upon the proposals contained in Mr. Justice Markby's Minute :—

The President of the Faculty.
The Hon'ble Mr. Markby.
The Hon'ble Dwarkanath Mitter.

J. SUTCLIFFE,
Registrar.

(Confirmed).

J. P. NORMAN,
President.

MINUTES

OF

THE SYNDICATE

FOR THE YEAR 1870-71.

No. 2.

The 30th July.

Present:

MR. ATKINSON, *in the Chair.*
THE HON'BLE MR. NORMAN.
DR. EWART.
COL. NICOLLS.

18. Read letter, No. 378 of 19th July, from the Government of India, sanctioning the following amended Clause I of the B. A. Regulations in lieu of the present Regulation :—

I. An Examination for the Degree of B. A. shall be held annually in Calcutta and Agra, and shall commence in the first week of January.

ORDERED :—To be recorded.

19. Read proceedings of the Faculty of Law at a meeting on the 23rd July.

(1). With reference to the opinion expressed by the Faculty, that the responsibility and duty of causing 500 copies of the Tagore Professor's Lectures to be printed and distributed gratuitously rested with the University, but that,

subject to this right of the University, the copyright in the Lectures belonged to the Professor—

IT WAS RESOLVED :—

That, after 500 copies of the Lectures have been printed for the University, the Professor be allowed to print on his own account an edition of the Lectures on condition of defraying one-third of the actual cost of setting up the type.

(2). With reference to the selection of the subject for the Tagore Law Lectures of 1871, it was resolved—on the recommendation of the Faculty—

That the Hindu Law of Inheritance should be the subject of lectures for 1871.

20. The Hon'ble Mr. Justice Markby was attached to the Faculty of Arts.

21. The Registrar submitted applications from the following graduates for admission to the Premchand Roychand Studentship Examination :—

Jogendranáth Chaudhuri	...	English, History and Philosophy.
Kártikchandra Mitra	...	English, Sanscrit, History and Philosophy.
Krishnavihári Sen	...	English, History and Philosophy.
Lakshmisankara Misra	.	English, Pure Mathematics and Mixed Mathematics.
Lálmohan Dás	..	Pure Mathematics, Mixed Mathematics and Philosophy.
Rajaninath Basu	...	History, Philosophy and Physical Science.
Sáradáchran Mitra	...	English, Sanscrit, History and Philosophy.
E. Younan ...	...	History, Philosophy and Physical Science.

ORDERED :—

That the applications be registered, and that the following gentlemen be appointed to conduct the Examination :—

Mr. Tawney ...	...	English.
The Revd. Mr. Banerjea	...	Sanscrit.
Mr. Lethbridge	...	History and Political Economy.
Mr. Croft ...	...	Philosophy.
Mr. Woodrow ...	...	Pure Mathematics.
Mr. Willson ...	...	Mixed Mathematics.
Mr. Blanford ...	...	Physical Science.

22. In reply to a letter from the Zilla Judge of Alleppy, the Registrar was directed to state that the University Calendar contains full information as to the conditions under which candidates are admitted to the Examinations for degrees.

23. The Registrar suggested that candidates for Honors in Law should be required to pay a fee of Rs. 100 for admission to the Examination.

RESOLVED :—

That the addition of the following clause to the present Regulations for Honors in Law be recommended for the sanction of the Faculty and Senate :—

A fee of Rs. 100 shall be payable by each candidate. No candidate shall be admitted unless he shall have paid this fee to the Registrar. A candidate who fails to pass or present himself for Examination shall not be entitled to claim a refund of the fee.

24. The following replies to the Vice-Chancellor's minute from the Chief Commissioners of the Central Provinces and Oudh, and from the Lieutenant-Governor of the North-Western Provinces, were laid before the Syndicate, and the Registrar was directed to bring them up for consideration after the return of the Vice-Chancellor to Calcutta.

CENTRAL PROVINCES.

From J. NEILL, Esq., *Assistant Secretary to the Chief Commissioner, Central Provinces, to the Registrar of the Calcutta University,—(No.* 321-80, *dated* 30*th March* 1870*).*

I am directed to acknowledge your letter No. 1460, dated the 21st ultimo, forwarding copy of a minute by the Vice-Chancellor regarding the proposals made by the Lieutenant-Governor, North-Western Provinces, for extending the influence of the Calcutta University to the North-Western Provinces.

2. In reply, I am directed to forward a copy of a letter, No. 1216, dated 11th instant, from Mr. Colin Browning, the Inspector General of Education in these provinces, containing his views on the subject, which appear to the Officiating Chief Commissioner to be sound, and in which Mr. Morris would express his entire concurrence.

Copy of letter, No. 1216, *dated* 11*th March* 1870, *from the Inspector General of Education, Central Provinces, to the Secretary to the Chief Commissioner, Central Provinces.*

I have the honor to acknowledge the receipt of your endorsement No. 563-58, and enclosures, in original, which I return.

2. From the papers forwarded, it would appear that the Lieutenant-Governor of the North-Western Provinces, with a view to make the influence of the Calcutta University more sensibly felt in the North-Western Provinces, and to create a body of educated native gentlemen whose acquaintance with English and the vernacular should be such as to enable them, by original vernacular books and by translations, to open to the bulk of the natives of this country, the stores of western knowledge and literature, suggests—

1*st.*—That a branch of the Senate should be established in the North-Western Provinces, and that the members

of this branch should meet in the North-Western Provinces for the purposes of consultation and of advising the Senate at Calcutta on all matters regarding the North-Western Provinces. It should also be the duty of the "Branch Senate" to conduct the examination of all persons belonging to the North-Western Provinces, and adjoining administrations, who may present themselves for examination at Allahabad, and that, upon the report of the local Examiners, the Calcutta Senate would proceed to grant degrees.

2nd.—That the degrees so awarded should be conferred at a local convocation.

3rd.—That native gentlemen who have passed the First Arts Examination might be allowed to proceed to their degrees of honors on exhibiting high proficiency in one or more of the classical oriental languages.

3. The Vice-Chancellor of the Calcutta University, whilst sharing generally the views of the Lieutenant-Governor, would attain the objects desired, *viz.*, the extension of the influence of the Calcutta University and the spread of oriental as well as of English literature and western science, by proposing—

1st.—That any subject submitted to any Faculty of the University for discussion, should be circulated to all the members of such Faculty, resident or non-resident, and that it should be competent for any member to forward to the Registrar a minute to be read at the meeting of the Faculty convened for the discussion of the subject proposed, and to vote by proxy.

2nd.—That a Branch Committee may be assembled at Allahabad to confer degrees.

3rd.—That the Entrance Examination should be held optionally in the vernacular, and, optionally also, the language to be taken should be English, one vernacular and one oriental classical language, or the vernacular and a higher standard of attainments in Arabic or Sanscrit.

4. The constitution of a Branch Syndicate at Allahabad for the purpose specified would, I am afraid, lead to complications, and there would always be a suspicion that the degrees gained on the recommendation of the Branch Syndicate were not quite the same as those gained under the report of the Calcutta Examiners to the Calcutta Syndicate. The suspicion would probably be unfounded, but it would exist; and, inasmuch as the Calcutta Syndicate must, in order to preserve unity of action, always control the Branch Syndicate even in local matters, there would be, as mentioned by the Vice-Chancellor, grave risk of discussion. Any independent action on the part of the Branch Syndicate would necessarily injure the University, which, in that case, would become a body divided against itself. I quite think that the various Faculties and the University itself should be strengthened by the addition of non-resident Fellows, and that such Fellows should have a voice in the more important questions coming under the consideration of the University. But the North-Western Provinces and the people of other administrations will, I am humbly of opinion, have sufficient weight in the counsels of the University, provided, at least, a suitable number of persons resident in such administrations be created Fellows and appointed to one or other of the Faculties, and that, to these Fellows, as proposed by the Vice-Chancellor, opportunity for the full consideration of any particular scheme be offered, and a vote by proxy granted. The cost of postage, paper, and printing need scarcely be considered, and the delay caused by the circulation of any given proposals and the collection of the opinions of the non-resident members of any Faculty, would certainly not be greater than the delay that would be caused by the submis-

sion of the views of a local Branch Syndicate and their final rejection or adoption by the Calcutta Senate.

5. There can scarcely be any objection to the bestowal of degrees on gentlemen approved by the Calcutta Senate by a local body of Fellows presided over by a member of the University, who, *ipso facto*, would be the representative of the Vice-Chancellor. The advantage of this system would be great. It would save a tedious and expensive journey to Calcutta, and the recipients of the degrees would receive their honors in the presence of their immediate friends and countrymen, who might, perhaps, be stimulated to attain the same position, and thus the influence of the Calcutta University would be extended.

6. The proposal of the Vice-Chancellor that the Entrance Examination should be conducted at the option of the examinee in the vernacular, would scarcely compass all the ends proposed by the Lieutenant-Governor of the North-Western Provinces. It might, indeed, improve vernacular education, but it would scarcely raise up a body of native gentlemen capable of interpreting the science and arts of the west to the people of India. Moreover, for lads who had passed in the vernacular and in one oriental classical language, there would be no sufficient schools at which they might continue to prosecute their studies, even in the vernacular or in an oriental classic. The vernacular in the case of these young men would not have been studied along with English, but would have ousted English altogether. The general knowledge of such passed students would also be very small, so small that they could scarce hope to make any impression on the minds of their countrymen, and their want of acquaintance with English would not, in the absence of any suitable vernacular literature, enable them to extend their general knowledge, or to undertake either the compilation or translation of suitable books for popular instruction. Such passed men would be mere raw material from whence to form a reading public when anything readable was produced.

No doubt, some good would have been accomplished, but still the most important object of the Lieutenant-Governor—the creation of a body of men able to provide a suitable literature—would not have been achieved. Moreover, it is not quite apparent how the admission of youths of 16, for that is the age at which native youths may present themselves for the Entrance Examination conducted in the vernacular, would win over to the cause of intellectual advancement those native gentlemen who have hitherto not accepted the advantages of our educational system. Such school-boy merit might not create any very material impression, but the formation of a body of native gentlemen of mature years, thoroughly versed in that oriental literature on which those indifferent to English education pride themselves, and capable of explaining attractively the science and arts of the west, might, on the other hand, exert a most beneficial influence and bridge the gulf which now undoubtedly exists between the native oriental scholar and the scholar instructed after English methods. In truth, the general knowledge required by the Entrance Examination is very small, and unless the general knowledge required from those who do not take up English be considerably increased, linguistic knowledge may, indeed, be improved, but the bulk of the examinees will be as far as ever removed from an acquaintance with the science and arts of the west, though they will have learned something of history and geography. There is a danger, too, lest some of those who now matriculate in English should rest content with matriculation in the vernacular ; but on this danger I lay no stress, as the material advantages of a knowledge of English are great and are likely to increase.

The dual standard for one examination, known as the Entrance Examination, which, in the case of the English student, leads to other University distinctions, but which, as regards vernacular students passed indeed, but unacquainted with English, will be an entrance to no further course of instruction and to no further

distinction, will be very inconvenient. In the case of vernacular passed candidates, the name itself will be inappropriate: it will be an Entrance Examination, after which nothing is entered upon. The two objects in view, *viz.*, the improvement of vernacular schools and the creation of a body of native gentlemen familiar with oriental literature and with western science and habits of thought, should be kept distinct. To compass the former object, I would propose local vernacular middle-class examinations conducted under the auspices of the Calcutta University by means of printed papers.

To each passed examinee, a certificate under the seal of the University might be given. The subjects under which the different certificates would be granted might be arranged in groups, some of which would be optional, whilst others were compulsory. In this way, the Calcutta University would exercise a powerful influence on all vernacular schools in the Bengal Presidency. Nor would the conduct of the examinations be difficult. Lads intending to sit for such examinations might send their names and schools beforehand.

In every district there might be local Boards to conduct the examinations, and to such local Boards the University might send the printed papers. Examiners will be required to attend at the head-quarters of their district during the time of examination. But these are matters of detail. To accomplish the latter object, *viz.*, the provision of a suitable body of men to act as interpreters of western thought to the majority of the people of this country, the scheme of the Lieutenant-Governor seems to me to be in every respect admirable, namely, that gentlemen who have passed the First Examination in Arts should be allowed to proceed to their degree in oriental literature.

To these gentlemen, however, a different title to that of B. A. might be given—a suitable style will readily suggest itself. If both suggestions be adopted, then, whilst the vernacular middle-class

examinations will raise the standard of vernacular education throughout the country, there will be forming those graduates in oriental literature who shall provide for the mass of intelligent readers and thinkers raised up by our schools a suitable vernacular literature, and shall interest in our educational schemes those native gentlemen who have preferred the well-beaten, though somewhat barren, track pursued by their forefathers.

OUDH.

From H. B. HARINGTON, Esq., *Officiating Secretary to the Chief Commissioner of Oudh, to the Registrar of the Calcutta University,—(No.* 2181, *dated 7th May* 1870*).*

In reply to your letter No. 1459, dated 21st February, forwarding, for opinion, a proposal for extending the influence of the Calcutta University to the Upper Provinces, I am directed to submit the accompanying copy of letter from the Director of Public Instruction in Oudh, No. 1921, dated 22nd March, and to state that the Chief Commissioner concurs generally in the views taken therein.

2. There can, the Chief Commissioner thinks, be no doubt that there is in the native mind an increasing capacity for the assimilation of European ideas, and that this is now cramped by the absence of a literature at once intelligible and satisfying.

3. The growth of such a literature seems to be the preliminary and practical question at issue; and Mr. Davies is disposed to agree with Mr. Handford in thinking that much will be done towards its solution if a constant and sufficient demand for vernacular adaptations of European works can be created.

4. The modifications in the University examination tests proposed by the Vice-Chancellor appear well calculated to cause such a demand. Into these it is unnecessary for Mr. Davies to

enter at length, but Mr. Handford's suggestion that, without going so far as to do away with the necessity of taking up English as a language at the Entrance Examination, vernacular tests might be exclusively, applied to what he calls "the University middle-class schools examination." The Chief Commissioner thinks that great encouragement would thus be given to the town schools throughout Upper India, without depreciating the study of English allowed on all hands to be pre-eminently desirable as the condition of the highest University honors.

5. Mr. Handford's remarks also as to the anomaly of employing English as the medium of examination of the native students, are approved by the Chief Commissioner. The facilities for doing away with it will increase in proportion as European literature and science come to pervade the native mind.

6. Mr Davies is furthermore of opinion that it would be an economical plan to assign some portion of the Educational Budget to the maintenance of a permanent staff of translators and compilers. He prefers this arrangement to offering rewards, as the choice of both the works to be rendered into the vernacular and of the men competent to deal with them, would then be subjected to the most intelligent control.

From W. HANDFORD, Esq., *Director of Public Instruction, Oudh, to the Secretary to Chief Commissioner, Oudh,—(No.* 1921, *dated* 22*nd March* 1870*).*

I have the honor to acknowledge receipt of your docket No. 887, dated the 1st instant, requesting my opinion on the measures proposed in a minute by the Vice-Chancellor of the University of Calcutta for extending the influence of the Calcutta University in the provinces of Upper India.

2. Before discussing the changes proposed, I would respectfully offer a few remarks on the cause of the scanty results obtained by the University in Upper India as compared with Bengal.

I do so, because I humbly think that, whether changes be or be not desirable on other grounds, it can scarcely yet be said that the present system has failed, the truth being that it has not yet had a fair trial.

3. When the University was founded, Bengal was in a great degree prepared for it. That province had been long under British rule; there was and had been for many years a large European community in and about Calcutta; numbers of natives had attained a knowledge of English; schools were numerous, and had been a long time in operation. Hence a very respectable number of students were ready to pass the matriculation examination at once. Again, it should be remembered that, before the University commenced operation, a generation of English-speaking fathers had arisen in Bengal, who sent their sons to English schools as a matter of course. Add to this the well-known fact that, in Bengal, the efforts of educationists have been mainly devoted to the promotion of higher education, and that money has been unsparingly expended there on English schools and colleges, and it can scarcely be a matter of surprise that, in a province, so well prepared and so liberally dealt with, results should, in the early history of the University, be so much more favorable than elsewhere.

4. On the other hand, what is the history of education in Upper India? When the University was established, a beginning had scarcely been made. In the North-Western Provinces, there were colleges at Benares, Agra, Bareilly, and Delhi, but they stood alone in a general waste of ignorance. The Punjab and Oudh had recently come under English rule, and education of any kind had yet to begin. In fact, whilst, in Bengal, the University found the requisite machinery already at work, in these provinces it had to be created. Then consider the subsequent history of education in Upper India. In Oudh, the Education Department was formed only six years ago, and in the Central Provinces only a few months earlier; in neither has there been time to do more than lay the

foundation for higher education. In the North-Western Provinces, though great efforts have been made during the last fifteen years to promote primary education, little attempt was made to increase the number of *superior* schools; the colleges remained, but zillah schools, which ought to feed the colleges, were only organized two years ago. In the Punjab, zillah schools were founded soon after the mutiny, but it is impossible to produce University results in a country unprepared for it in the course of a few years.

5. The facts imperfectly sketched above will, I trust, explain the comparative fewness of the candidates for University degrees in these provinces in past years. I would respectfully add that I believe the future to be hopeful. Everywhere throughout Upper India, zillah and other superior schools have now been established, and all are looking to the University Entrance Course as the goal. If a sufficient supply of teachers is allowed, all these schools will, doubtless, in a few years, send up candidates to the Entrance Examination, and thenceforth a constant stream of under-graduates will flow to the colleges. The first few years of educational work in any part of India must necessarily be slow; when a generation that have been even imperfectly taught grow up, the greatest difficulty has been overcome, and progress will then be rapid. Perhaps, the same thing might be said of other countries; it seems to be a general law that up to a certain point in the educational history of a country, schools have to create a demand for learning, not merely to satisfy a demand already felt.

6. From what has been said above, it will appear that I do not think the shortcomings of Upper India can be traced to any defect in the University itself, either as regards the composition of the governing body, or the mode of examination. I also believe that, even if no changes were made in the present arrangements, the number of candidates for University honors would rapidly increase; perhaps, I may further be permitted to express my conviction that the University is now exercising a powerful and very

salutary influence on education in these provinces. It has given a direction to the studies of all English schools; it holds up to every teacher and pupil definite standards of attainment, and rewards those who reach them by conferring honors which are regarded with the greatest respect. It will be seen below that I would recommend more liberality in regard to the vernacular languages, with a view to make the University act more directly on the primary education of the people; but it would be unfair not to acknowledge that, so far as English schools are concerned, the present system is doing great good.

7. The changes proposed in the printed paper enclosed in your docket are threefold, and refer to (1) the governing body of the University, (2) the encouragement of the oriental classics, and (3) the use of the vernacular languages. I beg with much deference to submit a few remarks on each.

8. I have already expressed my belief that natives of Upper India value the Calcutta University honors highly. I doubt whether degrees conferred by a University at Allahabad would, at any rate, for some years, be valued so much. It seems, however, to be generally admitted that a new University is not at present required, and, meanwhile, the Vice-Chancellor's proposal for giving to educationists in the Upper Provinces a voice in the deliberations of the Senate would, I think, completely satisfy all the circumstances of the case. Sir William Muir's proposal for a Branch Convocation for conferring degrees will no doubt meet with the careful consideration of the Senate. The Lieutenant-Governor has doubtless estimated correctly the effect produced on the minds of young men, especially upon young men in India, by the stately ceremony of the University Convocation, and there is no apparent reason why this stimulus should be lost if it can be conveniently afforded.

9. *The Oriental Classics.*—The University requires *one* classical language in addition to English in both the First Arts and

B. A. Examinations; a student after passing these tests may then, if he has a taste for language, take honors in either of the oriental classics, devoting himself to that subject alone. Complaints have from time to time been made that it is a hardship to refuse to give honors in Arabic or Sanscrit to persons who have not previously studied the English course of the B. A. degree: I must confess that I do not think so. Sir William Muir very truly says that it is not only high scholarship that should be promoted, "rather it is scholarship of a kind that should benefit the nation by raising its intellectual and moral standard, and conduce to its material and social development." This, the Lieutenant-Governor goes on to show, can at present only be obtained through a knowledge of English; he thinks, however, a sufficient knowledge of English has been attained by a student who passes the First Arts Examination; but here I venture, though with much deference, to differ from His Honor. It would, I think, be a mistake to cut short a student's English studies after advancing so far, or to encourage him to give *himself up entirely* to the study of Arabic or Sanscrit learning till he had more thoroughly fortified himself with the progressive and liberalizing spirit of western science. I should not write in defence of retaining English in the B. A. Examination as a compulsory study, were there any vernacular literature at all equivalent to English in its liberalizing tendency; but it must be remembered that, if a student ceases to read English at the First Arts stage, he ceases to have recourse to the only source whence he can draw strength and incentive to progress. However graceful may be Arabic or Sanscrit Poetry, and however subtle the oriental systems of philosophy, experience has, I think, shown that neither is successful in liberalizing and expanding the mind, in opening it to the reception of truth from all sides, and in nerving the student to cast off the yoke of custom and caste.

10. Sir William Muir truly remarks that "the great want of the people is a vernacular literature." I venture to submit, however, that it is not to deep Arabic and Sanscrit scholarship

that we must look for the growth of a vigorous vernacular literature, but rather to minds well filled with western ideas, possessing a moderate acquaintance with the parent languages of the country, and a thorough mastery of the vernacular as a medium for conveying instruction. The vernacular literature of Bengal is, I believe, now much superior to that of any other province in India, and it is, I think, fair to attribute its growth to the rapid spread of English education. Give our students a liberal course of English, and so bring them into direct contact with a never-failing source of new and progressive ideas; at the same time let care be taken that they are trained to write freely the vernacular of their province; add a grammatical knowledge of the parent language; and then, whenever a sufficient impulse is given, whenever circumstances arise creating a strong desire to influence the masses, those who have the ideas and are masters of the medium by which they can be communicated, will most certainly write.

11. *The use of Vernacular in the University Examinations.*—The importance of higher education can scarcely be overrated, but the primary education of the masses is, if possible, still more essential to the welfare of the country. Now, as the masses can only be reached through the vernacular languages, it becomes most important to enquire if the University does all that is practicable to develope a vernacular literature. I respectfully submit it does not. In other countries, whatever place is assigned to foreign languages, ancient or modern, the vernacular is the medium of examination in science, philosophy, and mathematics; not so in India. The University here altogether ignores the vernacular in the higher examinations, and only tolerates it as an alternative to a classic in the Entrance. A native of India might in fact perfectly well go through the whole University course and take the highest honors without knowing any vernacular language at all. Now, this is manifestly not a natural arrangement; it was adopted, because there were no vernacular books on the subjects taught by the University; but it is plain that so long as the University

ignores the vernacular in their examinations, one great stimulus to vernacular authors is wanting. It seems therefore most desirable, *in the interest of primary education*, that the University authorities, should unmistakeably show a readiness to use the vernacular as the medium for examining so soon as books become available. Now there are books in Urdu and Hindi sufficient to enable students to pass the examination standard in mathematics at least, and, perhaps, in geography and Indian history. Moreover, it may, I think, be hoped that, if the practice of examining in the vernacular were once commenced, the stimulus given would soon lead to the production of better books. The difficulty is in making the beginning, but it appears to me that the first step is now practicable.

12. The Vice-Chancellor proposes to take this step, if I apprehend his proposal aright: it is to allow candidates at the Entrance Examination the option of either (1) passing the whole examination, as now in English, taking a vernacular or classic as his second language, or (2) of passing the whole examination in a vernacular, taking a classic as his second language. The second course excludes English altogether, and this is more than I should have ventured to propose at present, because it makes the Entrance Examination cease to be a step to the higher standards. A student who passes the former without any knowledge of English, would find it impossible to go on to the First Arts Examination, which is conducted altogether in English; the University would to him not begin only, but also end at the Entrance. On the other hand, there is no doubt, I think, that the examination proposed would in time be a powerful stimulus to higher class vernacular schools; it would give them a standard to work up to, and I have no fears but that the necessary books would soon be forthcoming. If the Senate adopt the proposal, we should at once, in Oudh, set ourselves to adopt our vernacular course of studies to the requirements of the University, and, in a few years, our town vernacular schools

would send up candidates. I consider the gain to primary education would be great, and that this quite out weighs the objection above referred to; the latter might indeed, perhaps, be altogether removed if the examination were not at present called the University Entrance Examination, but the University Middle-Class Schools' Examination, after the example of similar examinations held by the Oxford and Cambridge Universities.

13. I am not sure whether the Vice-Chancellor's proposal includes provision for a third course in addition to the two noted at the beginning of the last paragraph—I mean that of using the vernacular as the medium of examination in history, science and mathematics, whilst examining in English *as a language*. This is the course I have hitherto ventured to advocate, and which, I think, might gradually be adopted. No doubt, it would be necessary to proceed very cautiously, beginning with the Entrance Examination, and, perhaps, with only a portion of the subjects, and in only certain provinces. To commence with, candidates for the Entrance Examination, although professing English as a language, might be allowed to pass their examination in mathematics and geography in Urdu, Hindi or Bengali, if they preferred one of these languages to English. History might be added hereafter, if the scheme works. After a number of years, the First Arts Examination might be similarly dealt with, and eventually, the B. A, but, of course, not till the vernaculars are enriched by suitable works. To carry out a scheme of this kind, the University must adopt some plan of keeping themselves informed of the progress made in the vernacular literature of the several provinces, adopting suitable books for text-books as they become available. The University would thus most effectually encourage vernacular authors, for a book once adopted by the University would find a ready sale, and, unless I am much mistaken, the want of purchasers is just now the great reason why so few good vernacular books are written.

From C. A. ELLIOTT, Esq., *Officiating Secretary to Government, North-Western Provinces, to the Registrar of the Calcutta University,—(No.* 2725 *A., dated the* 27*th June* 1870*).*

I am directed to acknowledge the receipt of your letter No. 1462, dated the 21st February last, with which you forward a minute by the Vice-Chancellor of the Calcutta University on the subject of a proposed modification of the University system for the North-Western Provinces.

2. In reply, I am to say that the officers named in the margin, who were deemed the most competent to advise the Government on the important topics raised by the Vice-Chancellor, having been consulted, their replies are now forwarded for submission to the Senate.

Mr. M. Kempson, M. A., Director of Public Instruction, North-Western Provinces.
Mr. Deighton, Principal, Agra College.
" Sime, Professor, Agra College.
" Reid, Board of Revenue.
Hon'ble C. A. Turner.
Mr. Hume, C. B.
" Griffith, Principal, Benares College.
Baboo Siva Prasad, C. S. I., Joint Inspector of Schools.
Mr. M. S. Howell, C. S., late Officiating Inspector of Schools.
Mr. Templeton, Principal, Bareilly College.
" Harrison, Professor, Bareilly College.
" Jardine, Professor of Law.
Reverend C. E. Vines, Principal, St. John's College, Agra.
Mr. C. A. Elliott, B. A.

3. Before entering on the discussion opened up by Mr. Bayley's paper, the Hon'ble the Lieutenant-Governor would express his gratification that the Vice-Chancellor has so readily and fully admitted the special wants and requirements of these provinces and the obligation devolving on the Senate to do what is practicable to meet them, and also that the Senate itself has taken the question so promptly in hand.

4. The opinions now forwarded will be found to contain much that is suggestive, the result evidently of earnest thought on the part of those who are best qualified by a knowledge of the subject, and many of them by long experience, to offer practical and valuable advice.

5. On the questions advanced, I am now to furnish you with the views of His Honor the Lieutenant-Governor.

6. *First*, on the proposed establishment of a branch of the Senate at Allahabad.

7. His Honor's sentiments on this subject have been so fully and accurately interpreted in the majority of the papers now submitted that little remains to be said upon it. I am to refer especially to the minutes of the Officiating Chief Justice, Mr. Turner, Mr. H. S. Reid, Junior Member, Sudder Board of Revenue, Mr. C. A. Elliott, Officiating Secretary to Government, and to the letter of the Director of Public Instruction. The object in view of the Lieutenant-Governor was distinctly stated, in paragraph 10 of Mr. Simson's letter of the 6th May 1869, to be "the delegation by the Senate of authority for Fellows (resident in the North-Western Provinces) to meet at Allahabad for the purpose of *consultation* and of *advising the Senate* in all matters regarding the North-Western Provinces;" and, although it was suggested that the conduct of the local examinations might be committed to this branch of the Senate, it was added that, "upon their report, the *Senate* would proceed to grant its degrees." Thus, it is clear that no separate or independent authority was contemplated. Indeed, no such authority could be exercised without a change in the law, since Section 10, Act II of 1857, lays it down that all questions "shall be decided at a meeting of *the Senate* by the majority of members present;" and the Lieutenant-Governor distinctly stated that, what was suggested by the Government, North-Western Provinces, could (as he conceived) be attained under the existing law.

8. So far, then, as the objections apprehended, in respect of this proposal, by the Vice-Chancellor are concerned, it is hoped that the explanation now offered may obviate them. His Honor entirely shares the opinion of those who hold that the ascertainment of individual opinion from Fellows scattered in various parts of the

provinces will not answer what is required. What is needed is an organized consultative body, which can meet periodically, discuss the various questions affecting the special wants of this part of the country, reconcile divergent opinions, and offer in a mature and complete form the final result of their deliberation. Such advice, coming from a body charged with these responsible functions, would evidently carry far more weight, and possess a higher intrinsic value, than the separate notes and suggestions of individual Fellows.

9. On this head, therefore, I am to say that the Lieutenant-Governor adheres to the original proposal.

10. On the *second* suggestion for the holding of a convocation at Allahabad, His Honor cannot add anything to the views expressed in the enclosures of this despatch.

11. On the *third*, for lowering the English standard in favor of those who seek for honors in oriental literature, I am desired to say that Sir William Muir concurs generally in the views advanced by Mr. Kempson.

12. The object to be aimed at in the conferment of scholastic distinctions is to advance the nation in Science, Arts and Morals. For this end, individual merit is rewarded by ppropriate honors; but higher and larger purpose than mere individual distinction is intended,—namely, the development of a body of scholars who shall have passed through such a discipline as will best qualify them to influence their countrymen for good, and thus render them effective agents in raising the moral sense and intellectual culture of the nation. And for this end familiarity with oriental learning and indigenous modes of thought is indispensable.

13. An Indian youth, educated from childhood in Europe, may return to his native land with all the accomplishments of an University training, and yet, equally with the foreigner, lack the aptitude for influencing his countrymen. This would be an

extreme case. But the same defect may, in greater or less degree, be witnessed every day. Knowledge is communicated to our students through a foreign medium explained by foreign illustration, and inculcated by foreign maxim. Their habits of thought choose channels strange and uncongenial to the native mind. There are few common points of system or idea between our scholars and the people, and little sympathy of intellect. Their mind has set in an alien mould. The tree long trained in another direction, will at last refuse any approach to its natural bent.

14. But not only so. This system must tend to check development. If the medium of explanation and illustration be foreign, the range of the learners' ideas becomes limited and confused. New ideas are explained by foreign phrases, imparting probably ideas equally unfamiliar. Precision of thought, and the play of imagination, are thus sacrificed or seriously impaired. It is easy to conceive how limited and imperfect would be the range of an English boy's ideas, whose learning was communicated solely through the medium of Latin or of Sanskrit. If teaching be not in the language in which the pupil thinks, and illustration by objects and associations with which he is conversant, intellectual development becomes dwarfed and stunted.

15. These are the principles which have guided the Lieutenant-Governor in the proposals submitted to the Government of India.

16. In the first place he sought that encouragement should be given to the acquisition of oriental learning on the ground-work of an English education. Believing it to be beyond the reach of ordinary students to achieve great proficiency in Oriental Studies *pari passu* with the continued study of English literature, His Honor would wish to see only the ground-work of the latter insisted upon. That once laid, the key of knowledge has been gained, and an effectual corrective against the unscientific processes and puerilities of oriental literature. To secure an oriental train-

ing it appeared, and still appears, to His Honor, that the test of English literature might be dropped after the second examination. The student would thus be free to devote his undivided energies to oriental literature. The tests in history from some English text-book might, however, be retained as suggested by Mr. Kempson.

17. The proposal by the Vice-Chancellor to dispense with English at the Entrance examination, is open to the objections taken to it in most of the enclosures. The concession would not be availed of by those who have learned in English; and those who have not learned in English at the age in question, would then be too old to take up the study.

18. His Honor is in favor of vernacular examination where the provision of text-books sufficiently admits. This would be the case to a large extent in mathematics and algebra; probably as yet in no other branch. But the Lieutenant-Governor, for the reasons already given, is strongly in favor of the rendering and explanation of English studies being allowed in the vernacular. As urged by Mr. Kempson, and as attempted to be shewn above, explanation and illustration should at the time of teaching be in the youth's own language; and examination should follow the same course.

19. The Lieutenant-Governor also concurs with the Director of Public Instruction in holding that after a certain point in the University Examination, the student should be allowed to take up for honors branches of oriental literature bearing on logic and ethics. The study of these would be an equal test of mental activity and power with that of European authors; while it would familiarize the student with the modes of oriental thought and argument, improve his style, and enrich his vocabulary. Honors might even be given for profound acquaintance with certain of the Oriental Historians, a class which Mr. Kempson thinks we should avoid. The Persian Historians of India might be studied with advantage; and although in some of its aspects, Arabian History

does not furnish the political lessons it may be most expedient to put before the Mussulman student, yet the objection may be overstrained. There are chapters from the pen of Arabian Historians, than which few others (His Honor is disposed to think) are more suitable for the Indian student. Those, for example, which tell of the conquest of Sicily and of Spain by the Moors, and of their eventual expulsion, and which have engaged the labours of such scholars as Amari and Dozy, would have the special benefit of showing at what points the history of East touches that of the West; and the study might even lead the scholar on to a wider application of his critical canons, and to test by them the vast confused mass of myth, fact, fable, and fiction which he is at present taught to regard as history. Sir William Muir can think of no object more worthy the labours of an Indian University than thus to rouse the people from their dreamy notions of the past, and so lead them on to the recognition and study of real history.

20. To advise the means by which such objects might be attained, would be one of the duties of the Allahabad Branch Senate. And I am, in conclusion, to say that the movement that has recently taken place in these Provinces towards the establishment of a Central College at Allahabad, would, His Honor hopes, materially aid any project of the kind now advocated which the Senate may be pleased to entertain. That important and growing city now offers the materials for a strong and capable College Council, and the members of the same might be utilized for the purposes of the University, both as a consultative and examining body, by being appointed Fellows, and empowered to meet as a Branch Council at Allahabad.

21. The proposals for this Institution, towards which a sum of above £17,500 has already been subscribed, are now before the Supreme Government. In aiding this fund several native Princes to the west and south of these Provinces have joined, although Oudh has yet contributed nothing to the movement.

22. It is proposed that the College buildings should embrace a Hall in which Convocation might fitly be held; its class-rooms would also be available for the University examinations. Connected as the Institution would thus be, both in respect of its building and its Council, with the University, it might not be premature to style it an University College. And the Lieutenant-Governor looks earnestly to the Senate and Vice-Chancellor to give the project in this form the aid of their powerful advocacy.

From M. KEMPSON, ESQ., M. A., *Director, Public Instruction, North-Western Provinces, to* C. A. ELLIOTT, ESQ., *Offg. Secretary to the Government, North-Western Provinces,*—(*No.* 340 *dated Allahabad, the* 16*th May,* 1870.)

With attention to G. O. No. 56B., dated 7th March 1870, I have the honor of submitting twelve memoranda on the Vice-Chancellor's Minute, which have been contributed by Members of the Senate of the Calcutta University, resident in the North-Western Provinces, and by officers of position, engaged or interested in the education of the country.

The memoranda are printed in the order of their dates, and the names of the contributors are given in the margin. One-half of these gentlemen are members of the Senate of the Calcutta University. The papers of all combine to form a valuable basis on which to construct a more exact estimate of the educational question than has yet been put forward in connection with University teaching for Upper India. The two main particulars of

1. MR. DEIGHTON, Principal, Agra College.
2. „ SIME, Professor, Agra College, Member of the Senate, Calcutta University.
3. „ REID, Board of Revenue, Member of the Senate.
4. HON'BLE C. A. TURNER, Officiating Chief Justice.
5. MR. HUME, Commissioner, Inland Customs, Member of the Senate.
6. „ GRIFFITH, Principal, Benares College, member of the Senate
7. BABOO SIVA PRASAD, Joint Inspector of Schools, Member of the Senate.
8. MR. M. S. HOWELL, Judge of Small Cause Court, Dehra, late Officiating Inspector of Schools.
9. „ TEMPLETON, Principal, Bareilly College.
10. „ HARRISON, Professor Bareilly College.
11. „ JARDINE, Professor of Law, Member of the Senate.
12. REV. C. E. VINES, Principal, St. John's College, Agra.

change in the present system, which were advanced as desirable in His Honor's address to the Government of India, and which have been, to some extent, agreed to by the Vice-Chancellor, receive powerful support and illustration in most of the memoranda; while there is at the same time a general wish to avoid rash or premature action.

In submitting my own views on the points under discussion, I propose in what follows to refer to the sentiments expressed by the several writers, without attempting a general review, which would be out of place where the object is to have the opinions of the gentlemen who have been consulted exactly as they have given them.

2. The two points in which the interest of the discussion centers are :—(1), an improved representation of the interests of the Upper Provinces in the University Councils; (2), a change in the curriculum suited to meet the peculiar wants of the people of Upper India, as compared to the inhabitants of Bengal proper.

I take these in order, though the second is incomparably the more important. It is, in fact, the need of change and the ways and means of carrying sanctioned changes into effect alone that make an adequate representation of those interested a matter of necessity.

3. The Vice-Chancellor's Minute foreshadows the willingness of the Senate to accept proposals for an improved representation of the interests of the Upper Provinces in the University Councils; but a fear of interrupted action, if not of discord, inclines him to view with disfavour the proposed formation of a Branch Syndicate. Mr. Bayley, I think, misunderstands the purport of this proposal. Encroachment on the prerogative of the Calcutta Syndicate, or any usurpation of its executive power, was not intended. Changes were mooted towards the management of which it was felt that local aid was indispensable, and the Branch Syndicate was to give

this aid. Mr. Turner, I notice, is strongly of opinion that the formation of a Branch Syndicate by no means implies that broken uniformity of action which Mr. Bayley deprecates; and with regard to absolute uniformity, he gives the following excellent caution:—"If by absolute uniformity the benefits which might otherwise result from the University are contracted, then uniformity, so far from being essential, is in fact injurious to the success of the University." Mr. M. S. Howell sees much advantage in a local centre at Allahabad, in subordination to the Calcutta body, and would hail its formation as a necessary measure of decentralising tendency. Mr. Sime, believing that the University should be more of a living reality in this part of its jurisdiction, would like to see some exercise of local influence, and suggests monthly meetings of resident members of the Senate at Allahabad. Messrs. Deighton, Harrison and Jardine consider that the operations of a Branch Syndicate at Allahabad would tend to ultimate severance from the Calcutta University; but the latter holds this opinion on the hypothesis that the proposed Branch Syndicate would exercise functions similar to those exercised by the Calcutta Syndicate, and the first named gentleman seems to me to show much misconception of the case when he implies that a share in the University Councils is after all more a matter "of sentiment than of practical importance." Mr. Hume on the other hand does not understand "why a Branch Syndicate should not be *avowedly* created," for actual and not virtual effect. He considers that "the ruling powers of the Calcutta University are not cognizant of extra Bengal educational requirements;" and that as the Calcutta Syndicate is a local body, so there should be other local bodies for other local interests. With respect to uniformity of action he says wisely that it "may be pushed beyond the limits of usefulness." Mr. Vines would "like to see a branch of the Syndicate of the Calcutta University meeting at Allahabad, having full powers: for the arrangement of studies and conduct of examinations, so far as they affect peculiarly and exclusively these Provinces."

4. It will be observed that the Vice-Chancellor's fear of disunion, if a Branch Syndicate is established beyond the limits of Calcutta, is re-echoed by three only of the gentlemen whose opinions have been asked. One of these is indifferent to the question of representation, and the other two base their opinion partly on a misconception of the proposal made; and partly because they think that the Vice-Chancellor's alternative of increasing the number of the Senate and calling for written opinions meets the case. I think it may easily be shown that the interests of the Upper Provinces can be adequately represented in no other way than by the election of resident members of the Senate to a seat in the Syndicate of the University. Bye-law No. 12 empowers any member of the Senate to make a recommendation to the Syndicate. Bye-law No. 13 subordinates the decision of the Syndicate to the Senate itself. But Bye-law No. 14 says, "no question shall be considered by the Senate that has not, *in the first instance*, been considered and decided on by the Syndicate." How can even a partial change of system to meet peculiar wants be "considered and decided on," and thereafter represented to the Senate in a satisfactory manner by a Syndicate which consists of members, who, as Mr. Hume says, are not cognizant of the facts of the case? It may be said that the Calcutta Syndicate will learn the facts by the Minute system proposed by the Vice-Chancellor, but surely in questions which involve the social interests of large communities, legislation by persons who have not seen with their eyes and heard with their ears, however well they may have been supplied with facts, is likely to be unsympathetic at the least, and may be worse. The only way to deal satisfactorily with local interests is to delegate power, under proper check, to local representatives. The only way to effectuate changes intended to meet local peculiarities is to use the offices under proper check, of local agents. The Branch Syndicate, which perhaps had better have been called the Sub-Syndicate, was intended to do the double duty of representing local interests, and of aiding the University to meet them.

As Mr. Vines well says, "To watch the time and amount of change required is the work of a local body,—*i. e.*, one acquainted with, and resident in the provinces which will be affected by proposed changes."

5. I observe that Mr. Reid takes the same view of the case. He recommends that two members of the Senate taken from residents at Allahabad be elected to the Syndicate, *ipso facto* these two members would be a Branch or Sub-Syndicate, and, with a Sub-Registrar to conduct correspondence and to keep accounts, would be in a position to give invaluable aid to their Calcutta colleagues; especially if the changes, which form the second part of this discussion, receive the sanction of the University. Indeed, it is difficult to see how a Calcutta Syndicate could give effect to the modifications proposed without the help of partner-agents at the provincial capital.

6. Convocations at Allahabad are approved by all. The conferment of degrees on the spot would bring home the reality of the University, and would be a convenience to all concerned. But as yet no suitable buildings exist for the purposes of convocation and examination, though their provision cannot be long delayed.

7. Turning to the second part of the subjects of Sir William Muir's communication, and Mr. Bayley's Minute thereon, it is obvious that the changes under discussion depend on a right appreciation of the educational necessities of the Upper Provinces. It is a great point to have gained the Vice-Chancellor's sympathy. *Primâ facie* there is no reason why the University of Calcutta should not legislate for a part of its jurisdiction in a way which, though not required under the circumstances of the Presidency town, is not forbidden by the Charter.* If "proficiency in different branches of Literature, Science and Art" is restricted to mean proficiency in English Literature, English Science, and English Art, Act II of 1857 is inconsistent with the spirit of the Despatch of 1854, which looks to the eventual possibility of higher education in

* *Vide* preamble of Act II of 1857:—"It has been determined to establish an University at Calcutta for the purpose of ascertaining by means of examination, the persons who have acquired proficiency in different branches of Literature, Science and Art, and of rewarding them, &c., &c.

the Vernacular.* But the meaning of the Charter is, I conceive, virtually so restricted. The Calcutta University requires proficiency in an oriental classic, among other classical languages for choice in the B. A. standard, but it requires far higher standard of proficiency in English Literature. The History, Philosophy, and Morals are all in English. The Science is English, and must be taken up in English. This system of examination presented no difficulty in the Lower Provinces,† for it was based on the existing school curricula. But at the time when Bengal was ripe for the University, the Upper Provinces were ripe for insurrection. More than one section of the community were impatient of control, and men's minds were unsettled by a seditious agency. The feeling was essentially anti-English.‡ When the lesson of the mutiny had been learned, a re-action in favour of English undoubtedly set in; but the characteristics of the people remain the same. With more manliness than the mass of the population of Bengal, they combine a child-like veneration for old things. The Rajpoot never tires of his ancient traditionary lore, or the up-country Brahmin of his sacred books. The Mussalman is unfaithful if he gives English the preference to Arabic. He gains no respect for being an English scholar, if he has neglected Persian Literature. Large sections of the population adhere resolutely to their old teachings, and decline to accept novelties, however recommended. They say:—"Why not teach this or that?" "Our Grammars are as good as yours." "Our *Mantiq* suits us as well as your logic suits you." "Why should we not be taught so and so in the vernacular?" And so on.

* *Vide* paragraphs 12, 13, 14.

† Compare the remarks in despatch of 1854, paragraphs 86-87.

‡ I remember at one important town, the rebel authorities gave notice that all who knew English should have their hands cut off, if they dared to put pen to paper.

This feeling of independence is a trait of character we would rather utilise than crush. We would meet the people half-way, and, insisting on English as a *sine qua non* in Government schools of

the upper class, and as the only real means of importing fresh ideas and creating advance of thought, we would encourage the old love for the country literature, and look to the vernacular as the medium through which new ideas and thoughts may reach the masses.

It is to enable the Calcutta University to extend its usefulness by attaching a full meaning to its Charter, and to give it elasticity rather than to impair its effectiveness, that we ask for a modification of system, and a Branch Syndicate to aid in carrying out the details.

8. With regard to the modification of system suggested in the correspondence, Sir W. Muir's original proposals receive general support in comparison with the Vice-Chancellor's amendments, and few fail to notice the impracticable nature of one of these, *viz.*, that which relates to the position of English in the matriculation test. English cannot be an *optional* subject of examination there, if it is to be taken up with advantage as an essential part of the First Arts course. The particulars of change have not been considered in detail by any but Mr. Reid, whose valuable memorandum is No. 3, of the series. My own views will be given below, but before approaching that part of the subject, I wish to glance at the general considerations put forward in the memoranda, many of which are far-seeing and well-weighed.

9. The papers submitted by educational officers are unanimous on two points, first, that English must remain as before the staple of University teaching; and secondly, that premature severance from the Calcutta University would be a greater evil at present than a rejection of the modifications proposed. None feel this more strongly than the Principal of the Agra College, some of whose statements over-shoot the mark a little, and betray what I cannot but consider a want of sympathy with local necessities. The paramount position of English in any really re-generative system of education is admitted by all; but this is no reason why oriental literature and the vernacular should be excluded from their

proper position as a part of University teaching in a section of the University's jurisdiction which cannot do without them. Especially with regard to the vernacular to say, as Mr. Deighton says, that vernacular education is merely a local business, which it is beneath the University to take account of, is tantamount to saying that the circumstances of the Upper Provinces are not materially different from those of Bengal, and that we may disregard the popular voice or have wrongly interpreted it. To stigmatise the expression of a desire for some modification of system which shall give better play to local taste, as a confession of inability to compete with the Bengali is absurd: rather, as Mr. Griffith says, we base our advocacy of change on "the abstract principle of justice." Mr. Griffith is of opinion that the study of English will not be injuriously affected by the changes proposed. Mr. Turner believes that it will be extended, basing his calculation on the present observed repugnance of the Mahomedans to study English, without a proportionate attention to oriental learning.

The Principal of the Benares College is far more hopeful than his colleagues of the good which will arise from consulting the obvious wish of part of the community, by giving more encouragement to oriental studies in University education. He says, "the classical languages will be more extensively and accurately studied, the vernacular will gain rapidly in copiousness, refinement and strength, and the great and ever increasing demand for text-books in Literature, History and Science will produce a class of works which at present can scarcely be said to exist."

10. Mr. Harrison would not abandon English as one of the subjects for the B. A. degree; but hints at the possibility of replacing one or more of the other branches of study in the course, such as History, Psychology or Mathematics, by a prescribed selection of oriental classics. Mr. Vines writes to the same effect. With regard to the vernacular, both are of opinion that it is placed at a disadvantage under the present University system, in

which the student learns only English, and one of the classical oriental tongues. The students cannot be supposed capable of *thinking in English*, and a disability which places them at a disadvantage in acquiring knowledge, may fairly be removed by a concession which should make it optional for them to use the vernacular in acquiring special knowledge. We should achieve, as Mr. H. says, "a double gain, in accustoming our students to think in their own vernacular and in the earlier and more complete comprehension of strict processes of reasoning."

11. Mr. Templeton shows his sympathy with the movement when he says:—"Any change short of that very complete one of teaching English as a language only, giving History, Philosophy and Mathematics in the vernacular, would be of little practical use."

Both he and Mr. Harrison are of opinion that, as yet, the class of students who attend our colleges are not likely to care for oriental studies as such. A great end would be gained if we could induce the wealthier classes to come within the influence of the University curriculum, by manifesting a disposition to consult their tastes in the choice of subjects.

Messrs. Jardine and Sime are equally averse with Messrs. Harrison and Vines to giving up the B. A. test as it stands; but differ from them in lacking sympathy with the possibilities of vernacular education. Mr. Jardine implies that a "revival of learning" can be introduced only by the agency of native scholars, educated under the existing system; an opinion which makes the discussion of change in his view all but unnecessary. He, therefore, must be held to side with the Principal of the Agra College, in declining to attach significance to popular feeling among the natives. "The social problem," as Mr. Jardine says, "should not be allowed to degenerate into a linguistic problem," but the caution can hardly apply to an attempt to correct our treatment of the former under the varying conditions which it presents in

various localities. On the other hand, I am inclined to think it does apply to those who would force English on the country at all hazards as the *summum bonum*. Mr. Jardine expresses the aims of an earnest well-wisher to the country when he says—"It is not a style and a taste moulded upon the master-pieces of Persian and Sanskrit poetry, that the people of India want. It is rather that they should be introduced to a truer Science, a higher morality and a more inspiring history than their own." But surely the introduction of these things to the native mind will be effected far more thoroughly and broadly through the mother tongue of its many millions, than by a foreign vehicle.

12. With regard to the details of change, which, as before said, have not been approached by all the writers of the memoranda, Messrs. Reid and M. S. Howell are prepared to abide by His Honor's proposal to dispense with English as a necessary qualification for the B. A. degree. I side with both these officers, but have something to say further on as to the character of the English teaching up to the First Arts stage, because the possibility of relinquishing English thereafter depends much upon the quality of the proficiency required in that examination. On this point I notice some valuable suggestions in Mr. Sime's paper, but it should be borne in mind that our object is "to educate, and not merely to teach English" (*vide Memo. No.* 12). Mr. Reid, whose special qualifications for handling the question I need scarcely name, draws the following pithy estimate of the tuitional compass of a college course. "Our Anglo Vernacular Colleges should turn out scholars possessed of a sound classical knowledge of English; a thorough acquaintance with the Grammar and idioms of their own vernacular; a sound classical knowledge of the oriental language cognate to their vernacular; and lastly, that amount of general information and scientific knowledge which every man who has received a liberal education is expected to possess." *Memo.* 3, *para.* 17.

The following is the outline course which he recommends for adoption in connection with the views embodied in his memorandum :—

Entrance Examination.

(1). English.

(2). Arabic or Sanskrit; elementary.

(3). Vernacular—to be tested by a prescribed course or study and Grammar.

(4). History, Geography and Mathematics, which the candidate may take up in the vernacular.

First Arts Examination.

(1). English.

(2). Arabic or Sanskrit.

(3). History, &c., as for the Entrance Examination.

B. A. Examination.

As now, except that candidates for Honors in oriental languages may dispense with English; and may pass in History, &c., in the vernacular.

The only objections to which I think Mr. Reid's scheme is exposed are two—(1) proficiency in Persian, which is as much an accomplishment to the Hindostani gentleman as French is to the Russian, is not provided for.

(2). It seems too serious a demand on the candidate for matriculation to require him to pass in *three* languages.

13. The modifications which I have myself to propose do not differ very materially from Mr. Reid's outline. I have added explanatory remarks where necessary, and the existing scheme is placed alongside for reference.

Entrance Examination.

Existing scheme.

1.—LANGUAGES.

English and one of the following languages:—

Greek.	Bengalee.
Latin.	Ooria.
Arabic.	Hindee.
Persian.	Oordoo.
Hebrew.	Burmese.
Sanskrit.	Armenian.

Any other language may be added to this list by the Syndicate.

Sentences in each language in which the candidate is examined shall be given for translation into the other language.

The papers in each language shall include questions on Grammar and idiom.

Proposed scheme.

1.—LANGUAGES.

(1). *English.*

I do not like the system of selections. I would name the authors or portions of authors only. The main test of a student's acquaintance with his author should be *ability to translate any part, prose or poetry, into the vernacular,* instead of the objectionable exercise of explanation by paraphrase, which is now the chief means of rating his proficiency. Knowledge of Grammar and idiom are best tested by *ability to translate from the vernacular into English.* Neither of these tests have been used to any sufficient extent in the University Examinations.

(2). *One of the following languages:—*

Greek.	Persian.	Arabic.
Latin.		Sanskrit.

Greek and Latin are retained to meet the wants of European students. Native students should understand that they are not for them.

Proficiency in Persian, Arabic or Sanskrit should be tested by ability to translate any portion of the authors chosen, into elegant Oordoo or Hindee, so far as the North-Western Provinces are concerned. I would avoid "Selections," which native scholars have no fancy for.

Critical knowledge of these languages should be tested by special papers.

II.—HISTORY.

The Outlines of Ancient History, of the History of India, and of General Geography, with a more detailed knowledge of the Geography of India.

The Historical text books will be fixed from time to time by the Syndicate.

II.—HISTORY AND GEOGRAPHY.

The History and Geography of India, General Geography in outline.

The elements of Physical Geography.

These subjects to be taken up in English or his vernacular, at the option of the candidate. No text books need be fixed. They will be compiled in the vernacular as wanted.

III.—MATHEMATICS.

Arithmetic.—The four simple rules: Vulgar and Decimal Frac-

III.—MATHEMATICS.

Arithmetic.—The whole. Questions to be answered in the

tions: Reduction: Practice: Proportion: Simple Interest: Extract of Square Root.	vernacular at the option of the candidate.
Algebra.—The four simple rules: Proportion: simple Equation: Extraction of Square Root: Greatest Common Measure: Least Common Multiple.	*Algebra.*—Up to Quadratic Equations, including surds. In the vernacular at the option of the candidate.
Geometry.—The first four books of Euclid, with easy deductions.	*Geometry.*—Euclid, Books I—IV and VI, with riders. To be taken up in the vernacular at the option of the candidate.

FIRST EXAMINATION IN ARTS.

Existing scheme.	*Proposed scheme.*
I.—LANGUAGES.	I.—LANGUAGES.
English and one of the following languages:—	(1). *English.* Printed extracts to be discontinued. The authors or parts of authors only to be named. The test of proficiency to be ability to translate into the vernacular, and not as now to write from memory a formal paraphrase.
Greek, Hebrew, Sanskrit, Latin, Arabic.	
Any other classical language may be added to the list by the Syndicate. Sentences in each language in which the candidate is examined shall be given for translation into the other language.	Grammar and idiom to be tested by ability to translate from vernacular authors of medium difficulty into English, and by special critical papers.

The papers in each language shall include questions on Grammar and idiom.

(2). One of the following languages :—

Greek. Arabic.

Latin. Sanskrit.

Proficiency in Arabic and Sanskrit to be tested by ability to write translations in the vernacular, just as in Greek and Latin by ability to translate into English. Grammar to be tested by special papers.

Printed extracts to be eschewed : and the authors and parts of authors only to be named. *Passages should also be set with which the student is not supposed to be familiar.*

II.—History.

The History of England.

The text book to be fixed from time to time by the Syndicate.

The Historical questions shall include questions relating to the Geography of the countries to which they refer.

II.—History.

The same to be taken up in the vernacular at the option of the candidate. Physical Geography.

(History by oriental Historians must, I think, be avoided.)

III.—MATHEMATICS, PURE AND MIXED.	III.—MATHEMATICS.
Arithmetic, Algebra.—(The following in addition to the subjects at Entrance) :—	*Algebra.*—The whole.
Quadratic Equations : Proportion and Variation : Permutations and Combinations : Arithmetical and Geometrical Progressions : the Binomial Theorem : Simple and Compound Interest : Discount : Annuities : the nature and use of Logarithms.	*Geometry.*—Euclid, Book XI, 1-21. Geometrical Conics. The theory and practice of *Logarithms.*
Geometry.—(The following in addition to the subjects at Entrance) :—	*Plane Trigonometry.*—Up to Solution of triangles. *Mechanics* as before.
Euclid, Book VI, Book XI to prop. 21. Deductions.	The whole of the above course to be taken up by the candidate in his vernacular if he chooses.
Plane Trigonometry as far as the Solution of Triangles.	
Mechanics.—Composition and Resolution of Forces : Equilibrium of Forces at a point in one plane. The Mechanical Powers : Centre of Gravity.	
IV.—MENTAL AND MORAL PHILOSOPHY.	IV.—MENTAL AND MORAL SCIENCE.
Mental Philosophy as in Abercrombie on the Intellectual Powers.	As before ; but I would leave it optional with the candidates from Upper India to take up

Moral Philosophy as in Abercrombie on the Moral Feelings.

(*N. B.*—A modification of this has been recently sanctioned, by which a choice of authors is allowed.)

instead the system of oriental ethics contained in the Akhlaq-i-Jalali,

Akhlaq-i-Mohsini,

Akhlaq-i-Nasiri,

in a vernacular form.

To this might be added the elements of *Mantiq* or *Nyaya* in a vernacular dress.

14. It will be observed from a comparison of the above schemata as regards English, (1) that the present system of printed extracts is condemned. English texts of all kinds are easily procurable now, and the student who is in possession of the authors selected has a means of private reading and self-improvement, which he would not otherwise trouble himself to procure; (2) explanation by paraphrase is eliminated to some extent by the proposal to require renderings in the vernacular.

The paraphrase system does positive harm, and is only conceivable on the ground that the teacher or examiner is ignorant of the vernacular. No one expects an English boy to *paraphrase* Virgil, or Homer, Livy or Thucydides, as a proof of his appreciation or comprehension. It is obvious that he would gain nothing, and only spoil the original.

(3). Much emphasis is laid upon translation.

15. As regards History and Geography, an addition is made by introducing the elements of physical geography, and it is left with the student to say whether he will be examined in English or the vernacular.

As regards Mathematics, the like option is given, and the standards of both examinations are somewhat raised.

As regards Moral Science in the First Examination in Arts, I have suggested the most popular studies of the kind in Upper

India as an alternative with the existing scheme, which confines the student to English or Scotch theories. The ethics of the Arabian philosophy are as useful as western theories in the way of mental training. They are exact and systematic, and probably come originally from the same fount. As moral training they are perhaps equally useless.

The ethics of Sanskrit philosophy would be an excellent subject of examination, but they have yet to be popularized. *Mantiq*, again, is highly and deservedly esteemed by Mahomedan scholars in Upper India. I say without hesitation that I think the system will pass comparison with logic in English as a mental science, and it is vastly more congenial to oriental taste. Hindoo logic yet remains to be popularized.

16. The F. A. Examination is a two years' course of study; and the student who passes it may be held to have gone through a fair elementary mental training, to which one year's further probation *in statu pupillari* is required to be added in which he may qualify himself for the B. A degree.

If, as I think, a practically useful knowledge of English may be acquired by teaching it in the way which I have delineated in my proposed scheme, further examination in English for the B. A. degree may be left optional with the candidate, provided in lieu thereof he takes up an advanced course of Arabic or Sanskrit. Under present circumstances, I do not think that the student who has passed the First Arts Examination, especially in the 2nd or 3rd Divisions, is sufficiently master of English to enable him to resort to its stores of information and science alone and willingly. I would not, therefore, yet remove it from the B. A. standard.

17. In the matter of History for this standard, I would for the first time utilise the candidate's knowledge of English by requiring him to take up History in English. We should thus bring his English into play when he was able to express himself fairly; but care should be taken to name authors of reputation

and not mere compilers of facts, in order that benefit of a good model might not be lost to the student. This would avoid the difficulty of putting western names and titles into an oriental dress, which would be embarrassing if History continued to be studied in the vernacular.

18. For Mathematics, if it was thought necessary to continue the course, I would adhere to the present standard, with the option of passing in the vernacular. But I am very decidedly of opinion that it is not fair to withhold the B. A. degree, as is now the case, from all who cannot compass the Mathematical portion of the test. A young man without some natural turn for the subject finds it extremely toilsome to scrape through the Arithmetic, Algebra, and Euclid alone, with a minimum mark in the Entrance and F. A. Examinations. It will be easier for him in his own vernacular perhaps, but it is a positive bugbear when he has to cram up a distasteful subject beyond those elements. I would, therefore, allow all candidates in the B. A. (*and perhaps in the F. A. Examination*) to take up one of two subjects, *viz.*, either the Mathematics, or the Philosophy and Logic, which latter subjects should, for the B. A. Examination, take the form of a suitable extension of the F. A. requirements.

The case is very similar to the restriction which was in force at Cambridge only a few years back. No classical scholar, however splendid his attainments, could sit for the examination in classical honors, unless he passed, in the first instance, through the examination for mathematical honors. This was an effectual bar to many men of known linguistic ability and literary taste who had no turn for mathematics. The restriction was removed, and the classical honor list became larger, year by year.

19. My scheme, then, for the B A. Examination implies *proficiency* in three points.

(1).—In a classical Oriental Language;

(2).—In History (*in English*);

(3).—In Mathematics;

or in Philosophy and Logic (English or Oriental).

For a B. A. degree in honors I would demand *high proficiency.*

I have, &c.,

ALLAHABAD, 16*th May* 1870. } (Sd.) M. KEMPSON, *M. A.*, *Director, Public Instruction, N.-W. P.*

MEMORANDUM No. 1.—*By* K. DEIGHTON, ESQ., *Principal, Agra College.*

IN the few remarks I am about to make on the changes now under the consideration of the University, I shall follow the order in which they have been set forth by Sir W. Muir, and discussed by Mr. Bayley.

The first question is, whether to officers in these Provinces, there should not be given a larger representative share, than they now have in the councils of the University, together with the power in certain matters, to act independently of the Senate and Syndicate in Calcutta.

To take the last part of this question first, the plan of a Branch Syndicate, invested with functions of local Government, appears to me to carry with it all the dangers and disadvantages which Mr. Bayley fears. Indeed, however, we may wrap up the fact in words, such a scheme virtually amounts to a complete severance from the Calcutta University. The time when the North-Western Provinces will be in a condition to ask for a Charter of its own, is probably still far in the future.

And until it arrives, we who derive so great a benefit from being connected really and not nominally with a University like that of

Calcutta, cannot but suffer from any plan which shall deprive us of the counsel of men able and experienced, and lend to that which should be one and uniform, the look of division and patch-work, without resolving ourselves into a local body, in which our own narrow interests would assume an undue importance; it is quite possible to make known to the Senate the peculiar wants of these Provinces, and to advise that body upon matters with which it is sometimes imperfectly acquainted.

Again, it is a high honor now for a student to be able to write against his name the title of B. A. in the University of Calcutta. But degrees granted by a separate set of Examiners, and granted to students, competition among whom would be limited to the small number sent up from the Colleges of these Provinces, would lose much of their value in public estimation. It would obviously be impossible to give our students a choice as to the Board before which they would appear, for the Colleges could not afford to lecture to a double set of candidates in each year's class. We should, therefore, be taking away from the more ambitious that chance of distinction in early life which the present conditions of the University hold out, and be giving distinct shape to the idea that the inhabitant of the North-Western Provinces is unequal to competing with the Bengali.

Moreover, there would be no security whatever that the standard of examination would remain the same at both centres. For, though the papers in the North-Western Provinces were modelled on those set in Calcutta, it could never be guaranteed that the system of marking was identical. After a few years, I am convinced that our high water-mark would be found to have fallen. The knowledge that we have to match ourselves with the Colleges of Bengal, acts upon us, the teachers, as well as upon the students, our pupils; and, this stimulus withdrawn, I believe that our exertions would in a measure abate. I do not of course mean that a Professor would designedly lower the level which he had

formerly striven to reach; but insensibly there would follow a deterioration from which we are now saved. It is but human nature that it should be so; and they who are acquainted with Oxford and Cambridge know well what was the state of those Colleges which, till lately, were shut out from Triposes open to the general body of under-graduates.

I do not myself recognize the evil which it is sought to cure by having this separate Board of Examiners at Allahabad. But, supposing it to exist, I believe that the remedy proposed would but lower the *morale* of our Colleges, and at the same time injure the worldly prospects of our pupils.

As regards our share in the councils of University, it may, perhaps, be well that these provinces should be more fully represented, than has hitherto been the case. I confess, however, that I look upon the matter rather as one, so to speak, of sentiment than of practical importance. It is possible that the natives of these provinces would feel a more lively interest in the Calcutta University, if they believed that they could perceptibly influence its policy. But, in the real working of the system, it is not likely that an active part would be played by non-resident fellows unconnected with the Educational Department.

Mr. Bayley's proposals regarding the submission and circulation of Minutes, seem to me to give us nearly all we need. It has long been the custom for the Registrar of the University to ask the opinion of Heads of Colleges on such matters, as the percentage of lectures which a candidate should be called upon to attend; the age which he must reach before presenting himself for examination: the proportion of marks to be allotted to each subject; the propriety of altering the text-books; the best means of checking superficial teaching; and so on. And I have no doubt that the answers sent in to such enquiries, as well as the uninvited suggestions which we have, at times, thought right to make, have received every consideration they deserved. It might be well that the opinions offered

by those to whom reference is made, should be strengthened by the right of voting; and if such rights can attach only to a Fellow of the University, I can easily believe that the Senate will recommend to the Viceroy that each College in these provinces should have a voice in its deliberations. Agra and Benares are already thus represented, while at Allahabad, the Director and the Professor of the Law are both on the list of Fellows.

The proposal to hold at Allahabad a convocation for the purpose of conferring degrees, seems to me one that may well be pressed. Such spectacles, no doubt, do, as it is right they should, influence the native mind; and those whom no argument could convince, will often yield to the persuasion of ceremonial display. The rule by which it was made compulsory upon B. A. students, to present themselves for examination at Calcutta, was framed, I believe, with some such object as that which Sir W. Muir hopes, and with better reason, to effect by a local convocation. And though it was certainly hard that a candidate, just before examination, should be called upon to take so long a journey, it is not very much to expect of successful competitors that they should come for the conferring of their degrees to the capital of the provinces to which they by birth belong.

The next question for consideration is how far the Calcutta University can assist, first, towards giving to the study of Oriental Literature an encouragement which has hitherto been denied to it; and secondly, towards promoting the diffusion by the vernaculars of that knowledge of Western Art and Science, which at present can be gained but through the medium of the English language.

To effect the first of these two purposes, Sir W. Muir would allow a student, after passing the F. A., to proceed to the Honor Degree in one or other of the classical languages of the East, without continuing his study of the subjects laid down for the B. A. examination,—*viz.*, English, Mathematics, Philosophy, History.

Mr. Bayley, while still requiring that the B. A. degree should be first obtained, would give "in all the examinations a somewhat higher value to the marks in these (the oriental) languages," and would "permit them to be substituted for English *in the Entrance Examination only.*"

Of the two proposals, I much prefer that of Sir W. Muir. I long ago supported the very similar suggestion, made originally by Mr. H. S. Reid, that, after the F. A. examination, the area of subjects should be contracted, and students be allowed to take their B. A. degree either in languages, the English with one Oriental; or, in History and Philosophy; or, in Mathematics and the Natural Sciences. Sir W. Muir's scheme goes further, and gives more thorough encouragement to the single study of oriental languages. And, if there were no alternative but this to Mr. Bayley's recommendation, I should certainly take it. But I am inclined to think that we may reach the end we have in view, without interfering with the arrangements of the Calcutta University, whose special object it is, and I think should be, to stimulate an English education.

The Lahore University College, recently founded, aims precisely at giving that encouragement to oriental studies, which has not been in the programme of the Calcutta University. To it, I would have those students look who, either of their own inclination, or because of the race to which they belong, may think it preferable to win distinction in the field of oriental literature. It is quite feasible that they should pass the F. A. Examination of the Calcutta University, and still remaining at our Colleges, seek the honors to be gained at Lahore,—honors all the more honorable, that they will be awarded by a body existing for this special purpose.

Mr. Bayley's proposal seems to me insufficient. So long as other subjects are taken up with the oriental language, although higher marks may be assigned to it than to any single branch of

study, the candidate will, I believe, still give his utmost efforts to those other subjects from a fear that failure in them may render of no avail proficiency in his own special classic.

Mr. Bayley lays some stress upon "a free encouragement of the critical study of the (Oriental) classical languages, as being an accompaniment of a general advance in vernacular education." I do not myself see that the one thing necessarily goes with the other, nor would Mr. Bayley, I think, tell us that the thirty years during which the Bengalee has been enriching itself "so largely from the Sanskrit sources," have been productive of that result which he argues for the future. So far as I can judge, the class of men who will devote themselves to oriental literature are not likely to take any active part in the promotion of education through the vernaculars. They will generally be prompted to their study either by a scholarly love of literary pursuits and an admiration for Sanskrit or Arabic on account of their beauty as languages, or by a desire, half-national, half-pious, to make themselves familiar with those works in which lie buried the teachings of their forefathers on law, religion, ethics, and philosophy. The education of such men will have owed little to the vernaculars; their lines of thought will be far away from the civilization of the West, and they will be more likely to despise than to sympathize with those who seek for practical information through a medium (to them) little less than barbarous. They may, no doubt, be the unconscious agents of strengthening and refining the vernaculars. But improvement of this kind will, it seems to me, touch popular education but very lightly. Something much more direct and intense will be needed to provide a proper store of language,—a scientific nomenclature such as scholastic treatises will call for. But, while believing that we cannot look to the study of oriental languages to help us much in this matter, I am equally sceptical as to the results expected from the University examinations being held in the vernaculars, and as to the propriety of putting the University to such a use.

Sir W. Muir, though admitting that, for many years to come, it will not be possible to go beyond the Entrance Examination, appears to hope that ultimately this path will be open to all those distinctions to which English alone gives access now.

Mr. Bayley is less sanguine. He remarks (p. 23)—" while, therefore, I think that a long period of time, so long that it will be useless to speculate about anything beyond it, English must be an indispensable constituent of all higher education in India "

And—again (p. 19), " The desire for information and education once encouraged will satisfy itself, I have no doubt, where alone it can be fully satisfied at all, in the study of English literature and of English science."

The mechanical difficulties in our way seem to me so enormous as almost in themselves to justify Mr. Bayley's views. We have not only to frame a vocabulary of vast range and then to translate into the vernacular thus enriched works of the utmost depth and subtlety, but we have to find men capable of lecturing on the subjects of examination when clothed in the dress of translation. It requires, I think, some stretch of the imagination to picture to oneself such a book as Hamilton's Metaphysics being expounded by a native, who, to perform his task, will need both a very accurate knowledge of the language of the translation and such a grasp of English as will enable him to study the work in the original. But, supposing all mechanical difficulty removed so far as instruction and examination are concerned, we shall, it seems to me, be offering an education which will prove exceedingly unsatisfactory to those who avail themselves of it. For, if we are to give them credit for loving learning for learning's sake, we shall have done little more than bring them in sight of the promised land which they are never to enter. It is impossible that translation should keep pace with the advance of European thought in any single direction. Those, therefore, who have gone far

enough forward to wish to go further, will by force of circumstances come to a stand-still.

While, then, I admit that the standard of instruction in the vernaculars can be and must be raised, I do not believe that they will ever serve as a medium for a really liberal education.

I will state briefly why it is that I object to seeing the University system modified in the manner proposed.

Success in a University examination is valued chiefly, if not entirely, because it gives admission to highly-paid appointments which are open to those only whose knowledge of English is thus guaranteed. If, then, it is determined to encourage vernacular education and to employ the University to that end, it will be necessary that the Government should give material support by largely increasing the number of posts to which an education of this kind will be a pass-port. But what will be the effect upon the University? I believe that we shall have struck an almost fatal blow at English and have revolutionized the whole system of education as at present existing. When once it is felt that the prizes given to vernacular education are as well worth winning as those which reward an equal knowledge of English, our students of that language will rapidly decrease in number, and in a few years we shall reckon by tens where we now reckon by hundreds. Of course, the time will come when the market will be glutted with the vernacular supply and the field of English will again come under cultivation to a certain extent. But, meanwhile, the damage done will be such as is not easily or quickly to be repaired. For great as have been the efforts needed to call forth and keep alive the desire after a liberal education in English, they are as nothing compared to those which we shall be forced to make if, having once desisted, we wish to resume our work.

But if no material encouragement is held out, I do not see to what class we are appealing. I am certain that the number of

students in our high schools and colleges, who, having begun to learn English, would desire to enter the University by means of the vernacular, would be very small indeed. And there would be fewer still who, having matriculated in English, would, in the higher examinations, wish to return to the vernacular. The boys of our tehseelee schools might to some extent take advantage of the opening and matriculate at the University for the sake of its certificate. But, so far as my experience goes, there would be scarcely any who would desire to go further. They are, as a rule, too poor to spend over their education years during which they might be earning a fairly comfortable livelihood. The circumstances by which they are surrounded are not such as to make much learning very profitable to them. They live in the country; among agriculturists; themselves destined to guide the plough, or to take to trade in some small way. There is little of that struggle for existence which goes on in large towns, and they are well enough aware that, even if they could bring themselves to leave their villages for a wider sphere, they would have but small chance with those who, from their earliest youth, have enjoyed greater advantages. It cannot, therefore, believe that, from such a quarter, we should see many competitors, though the University opened its doors to welcome them in the manner proposed. And, to gain nothing more than this, it does not seem to me that we should be right in altering the constitution of the University.

The evil which we would remove is a local one, and may, I think, be dealt with locally. There would be nothing to prevent the Government of a particular part of the country from raising the standard of vernacular education there prevailing. It might insist upon a certificate of some kind or other from every applicant for a vernacular appointment, and hold yearly examinations for the award of these certificates. This measure would very quickly make itself felt in every school. It might, further, assist such societies as that at Allygurh, not only by rewards for special works, but by

introducing approved translations into all purely Government schools, and by recommending their adoption in those partly supported by grants-in-aid. Many other ways would suggest themselves, or be suggested from outside, so soon as it was understood that the Government had recognised the importance of the question and was prepared to reward those who helped it in its endeavours. Hitherto, though we have been trying to extend vernacular education, we have been more anxious about the quantity than the quality, and have, in regard to Oordoo, thrown cold water upon its improvement and alienated those who might have aided us by giving so little encouragement to the study of Persian.

I have not the least doubt that, if we show ourselves in earnest, we shall in a few years see in the vernaculars all that is necessary for a sound school education, while, to those who aim at something higher, a knowledge of English will ever be indispensable.

AGRA,
11*th April* 1870.

(Sd.) K. DEIGHTON,
Principal, Agra College.

MEMORANDUM No. 2.—*By* J. SIME, ESQUIRE, *Professor, Agra College, Member of the Senate, Calcutta University.*

Before proceeding to consider the special questions, I shall venture to offer a few general remarks :—

And, first, I cannot think that the comparatively small success of the Calcutta University in the North-Western Provinces is in any degree owing to the unsuitableness of the present curriculum. I believe that, had the people of these provinces with all their peculiarities been the inhabitants since 1857 of lower Bengal, the system of the Calcutta University would by this time have effected among them changes as great and results as important as it has produced among the Bengalees. It would be a wonder were it

otherwise. The scheme of the Calcutta University is so unpointed catholic, it has been called, that it cannot but be suitable, in a general way to any nation whatever. I am far from admitting that a change of curriculum would not be expedient, is not, indeed, all things considered, urgently required: what I am anxious to be understood to say is, that the small success of the Calcutta University in the North-Western Provinces, compared with the great results of that institution in Bengal, is owing almost entirely to external and not to internal circumstances.

In the second place, it is granted that the special aim of the Calcutta University is the introduction into India of western science and thought, and that a degree of acquaintance with English will long be necessary for that end. If it be also conceded, as, I think, it should be, that the study of the English language is not only useful as an instrument, but for its own sake, then, I shall make two assertions: (1), that it will never be possible, without detriment to the highest aim of the University, to decrease its science standards; and, (2), that a great evil would be done to learning in this country were English for generations to come to cease to be of highest account. The first statement carries with it its own support; the second is weaker. But, if it be considered how much the character of a people appears in their language and that, apart from its intellectual and moral force, there is something wholesomely practical and not fanciful in the genius of a Western phrase, then, perhaps, it may also be thought that it is not simply by the importation of learned ideas that the Calcutta University is to do her highest duty to India, but by the imparting and enforcing of these clothed in an English garb. As a matter of fact, it is even wonderful, the difference between a lad educated in the vernacular and another who has attained to a similar standard in English.

It should also be observed (and any want of discrimination here will vitally affect the whole case) that, in addition to the question concerning the constitution of the Senate of the University

and the mode of conducting its proceedings, two other matters, perfectly distinct and not one only, are suggested by the paper under consideration. That is to say, the issue about the vernacular languages is by no means identical with that respecting the Oriental classics. By the former, it is proposed to give to the vernaculars an entirely new place substituting them for English, the present staple language of the University; by the latter, the relative place of the classics is to remain the same, a higher standard only being required. It is quite true that Mr. Bayley in his proposal regarding the Entrance Examination leaves English optional with one or other of the vernacular languages, but it is this very alternative—an alternative permitting a change in the staple language—which renders the distinction to which I have referrred imperative. There is, however, very much more involved in leaving English optional in any examination than the mere matter of giving encouragement to vernacular education.

Having premised thus much, I shall now proceed to remark on the special points. According to their complexity, they are — (1), the constitution of the University Senate relative to the North-Western Provinces; (2), the question regarding a higher place to the Oriental classical languages; and, (3), that respecting the place of the vernaculars.

Under the first head, His Honor the Lieutenant Governor proposes, first, the constitution of a branch Senate at Allahabad with power to examine and recommend for degrees. Now, there is no doubt but that, as remarked by Mr. Bayley, the delegation of such powers to a purely local body would, by disjointing the action, tend to impair the efficiency of the University and might produce even worse results; yet it appears to me that His Honor's proposal, tantamount, it may be, to what would constitute a new University, touches on the points absolutely required for the success of higher education in Upper India. The want of a peculiar curriculum, I have asserted, is not sufficient to account

for the comparatively small influence of the Calcutta University in these parts. I venture now to say that that want of influence is owing almost entirely to the great distance of the locality of this Government from the University seat. To be influential, a system of education must be a living moving thing,—going down as a power to the people. Now, I am far from saying that there is not much of that in the education which is being carried on in these provinces,—stirring and elevating those who are reached,—but I will be bold to say that the Calcutta University is not such a power. The people have to come up to it. Consequently, for the well-to-do classes in this country have not shown themselves to be the first to go out to a University, the under-graduates of our colleges are mostly the sons of poor parents and, therefore, not the best material for effective use. So it will continue, I believe, until, somehow or other, the four or five millions upon whom a University in these provinces might work, are stirred up directly by some living and distinctly local influence.

His Honor also proposes an annual convocation at Allahabad for conferring degrees. This, by bringing the Calcutta University in a public manner home to the North-Western Provinces, would do good The natives of this country are peculiarly susceptible to influence in such a way, and there seems to be no reason why they should not receive the healthy stimulus from such an influence. Should any obstacle arise on account of the Vice-Chancellor's inability to attend the convocation in person, it will, I presume, be always in his power to appoint a substitute, say a provincial Fellow, to act for him.

The desire of His Honor the Lieutenant Governor to have a Syndicate at Allahabad, may be all but met by a monthly meeting of the Fellows there resident, who, though they should have in the eyes of the University no executive powers, might still be able to suggest measures of great value to the higher education of these provinces.

But the special proposal under this head is that of Mr. Bayley. He recommends to the Syndicate that non-resident Fellows should be allowed to express their opinions, and to vote by proxy on all matters which may come before the Faculties or the Senate. The result of this proposal would be, provided always the North-Western Provinces were sufficiently represented in the Senate, to make it impossible that the wants of Upper India should not, in the Councils of the University, receive all the consideration that could be wished. Should such a rule be passed, the Calcutta University will then, I believe, have done the utmost it can towards its outlying provinces. It will not even then, to my thinking, ensure all the results which might be expected from a University; but it will put an end to questions which are merely of formal value, and eventually prove, all other things having been granted, that even a University must lose its power *much*, when nearly a thousand miles away.

Mr. Bayley fears that the time required for the working of his scheme might, in cases, act prejudicially. Is it, however, absolutely necessary to circulate the subjects submitted for discussion so long as six weeks before the meeting at which they are to be considered? I am not aware of ever having received anything like such notice when resident in Calcutta; and all that non-resident members require in addition is but a few days, in lieu of the time taken in transit. The provision for a second meeting, if required, is no doubt met by the power of a majority to adjourn any business at any meeting.

The second point is with regard to the place of the Eastern classics. Relative to this, it is proposed to allow students to go up in Honors in the Oriental classical languages, without the pre-requisite of a B. A. degree. The proposal is His Honor the Lieutenant Governor's. His aim is the encouragement of vernacular literature. Now, there is no doubt but that, in addition to the training they afford, many considerations make the Eastern classics

of great importance in an Indian University,—their value, for example, as national heritages, and as religious, philological, scientific, and antiquarian relics; and it can as little be doubted that, as these languages become known, not only will the vernaculars be enriched, but a better vernacular literature will be the result: why, however, these classics should be allowed to take the place of Western learning is far from being so clear. We grant that there is much need of encouragement towards a more familiar acquaintance with the Oriental classics: and we might be able to say that, by all means, this encouragement should be given in the way His Honor proposes; but why give up Western science? Can that harmlessly be done? Besides, it should be carefully observed that the B. A. degree scarcely brings a student to the gates of science. It may be true that after passing the First Arts Examination, an under-graduate may know enough of English to make him a tolerable translator from that language; but if, as I believe, a system of translated books can never be but the first stage of a literature; if it must require an imbibing of thoughts into the spirit before there can be anything like a basis for vernacular writings worthy of the name; then the necessity for retaining, and rather raising than impairing, the B. A. standards in Western science, will be seen. Thus I demur to giving up the B. A. degree. With His Honor I feel strongly that something is urgently required to encourage the Eastern classical languages, and so to re-act upon the vernaculars; but I should fear that any neglect of Western science and Western thought would have a dangerous counter-effect. On this, I may have something to propose hereafter.

The third and last matter is about giving encouragement to the study of the vernacular languages. To a great extent these are neglected by the Calcutta University—a fact all the more lamentable, 'because the great need of the people at present is a vernacular literature.' A remedy is suggested by Mr. Bayley, in the proposal, 'that the Entrance Examination be held *optionally* in the verna-

cular, and optionally also the languages taken up should be English, one vernacular, and one Oriental classical language, or one vernacular, and a higher standard of attainments in either Sanskrit or Arabic.' The peculiarity of this recommendation is the encouragement of the vernacular languages at the expense of English. In its last phase English is deposed altogether. Now, doubtless, this proposal would accomplish, in a manner, its end—the encouragement of vernacular learning, though not of vernacular literature, and it would besides be in harmony with the spirit of that *view* which sees a time, not very distant, when, for University training in India, the vernaculars will be all in all. Not only, however, am I not able to see that time, but in keeping with a keen cultivation of the Oriental classics, and a sound knowledge of the vernaculars, I can see English still retaining its place—the language not of the masses but of the upper schools and colleges—if it be true, as I believe it to be, that we are now seeing in this country the small beginnings of what will grow into a great literature. Should English, indeed, be excluded from the Universities, a moment before India has become saturated with Western ideas, and has caught the fire of Western intelligence,—a state of matters not likely to be brought about for long years to come,—I venture to predict that, with that exclusion, there will come the stoppage *albeit* the paralysis and termination of further progress.

But particularly Mr. Bayley's proposal will tell only on a very few—those, namely, who in course of time may be expected to come up to the University from the lower schools. None in the cities, I presume, nor in the zillah schools, will prefer a vernacular language to English. None, at any rate, would do so now. Moreover, the Entrance Examination will be the limit to which, meanwhile, these students will be able to aspire. While, further, for want of a knowledge of English, the end so much to be desired, namely, the encouragement of a vernacular literature, will not be attained. That, therefore, must be sought for in another way—

neither disparaging English on the one hand, nor science on the other.

I therefore conclude by proposing the following skeleton of a scheme which may not be considered amiss. But, first, two things appear to me to be clear; that the studies of the present curriculum, unchanged, will not admit of a higher Oriental standard; and that, if anything is to be taken from the present readings, that might best be done from the course of English literature. It will be observed, by way of explanation, that much of the present English studies consists in the rhetorical and grammatical criticism of passages, the tracing of allusions and etymologies, and so forth. Now, such studies are of great importance, and far be it from me to imply anything to the contrary; but that the heaviest part of the student's work should result merely in an acquaintance with Bacon's peculiar works, Chaucer's peculiar forms, and some of the sentiments of Shakespeare, cannot be enough. What is desiderated most is the power of using English as an instrument of thought, or conversely, of receiving thought from it. I would, therefore, suggest that the Entrance Examination should demand the ability to write an English paragraph with tolerable accuracy; and that the critical readings of English texts should cease with the First Arts course. The First Arts Examination might have two papers in English—one on a prescribed text, say a play of Shakespeare, the other, keeping what is practically important paramount, requiring the writing of an English essay, and some translations from English into the vernacular. Thus, I am sure, a better acquaintance with English than at present would be attained, and a considerable amount of time, which might be devoted to Oriental learning, would be over. English will still remain the instrument of education, and may be further studied as an Honor subject; the sciences, too, will retain their place, and a higher standard of classical and vernacular learning will be the result. Should there be good teachers of English in the schools, and were it possible to have European scholars to guide the higher Oriental

learing in the colleges, such a scheme as the above, I conceive, would have few other obstacles.

(Sd.) J. SIME,
Professor of Eng. Literature, Agra College, and Member of the Senate, Calcutta University.

AGRA,
The 15*th April* 1870.

MEMORANDUM No. 3.—*By* H. S. REID, ESQUIRE, *Member, Board of Revenue, and Member of the Senate, Calcutta University.*

MR. BAYLEY takes up three points, mooted in the first instance by the Lieutenant Governor.

1*st.*—Appointment of a Branch Syndicate of the Calcutta University at Allahabad (as the Vice-Chancellor interprets Sir William Muir's proposal) for the purpose of consultation, and advising the Senate on all matters regarding the North-Western Provinces, and also for the virtual conduct of examinations.

2*nd.*—A Branch Convocation at Allahabad.

3*rd.*—Greater encouragement of the study of Oriental literature, and larger employment of the vernacular as the medium of teaching.

2. Mr. Bayley objects to the first proposal on the ground that "to give a purely local body any degree of authority, specially with reference to local matters, would impair very materially the uniformity of action which is absolutely essential to the success of an University, and which would give, moreover, room for very great diversity of opinion, and to grave risks of dissension."

3. Mr. Bayley (it appears to me) assumes that His Honor asks for an independent executive University government for the North-Western Provinces. I do not understand that His Honor asks for anything of the kind. I understand, rather, that Sir William Muir would have the Governor General in Council,

under Section 6 of the University Act, appoint more Fellows for the North-Western Provinces, who should be delegated by the Senate to meet at Allahabad for the purposes of consultation and of advising the Senate (or the Syndicate) in all matters relating specially to the North-Western Provinces.

4. A Syndicate is not an advising, but an executive body, with functions very different (I take it) from those which His Honor would assign to the North-Western Provinces' Fellows.

5. I do not quite follow the Vice-Chancellor when he talks of the "purely local body," &c.; hardly because the North-Western Provinces' Fellows would belong, as a rule, to the North-Western Provinces; for, with the exception of the Lieutenant Governor of the time, and myself, and perhaps one Inspector of Schools in Bengal, the original Fellows of the Calcutta University were not only for the most part attached to Bengal, but with the exceptions above-named, were either resident in, or had their head-quarters at, Calcutta; and yet the Senate could hardly have been called a "purely local body."

6. I would ask His Honor's attention to the following modification of what I understand to be his plan. The Senate of the Calcutta University consists of—

(1.) Chancellor.

(2.) Vice-Chancellor.

(3) Fellows *ex-officio*, (or appointed by the Governor General in Council), constituting the Senate. (The Calcutta University Calendar for 1869-70 returns 95 Fellows, of whom three only, I believe, belong to these Provinces). The Senate is divided into 4 Faculties (Arts, Law, Engineering, Medicine). The Syndicate is composed of the Vice-Chancellor (the President) and 6 Fellows, 3 of whom are elected by the Faculty of Arts, and the rest by the other Faculties. I would propose the appointment to the Syndicate of two additional Members, to be elected

by the Faculty of Arts from among the North-Western Provinces' Fellows, if possible, resident at Allahabad.

7. I omit from my proposal the election of North-Western Provinces' representative Members of the Syndicate by the Faculties of Law, &c. In regard to the special and technical subjects of Law, Engineering, and Medicine, what serves for Bengal will serve equally well for the North-Western Provinces. It is otherwise with the larger and more important subject Arts, which includes Languages (as Classics), Mathematics (pure and mixed), History, and Geography, Mental and Moral Philosophy, and Natural and Physical Science.

8. All matters connected with the educational requirements of these Provinces would be laid before the Syndicate by the North-Western Provinces' Members, to whom copies of all proceedings of the Calcutta Members, excepting those of a merely formal nature, should be furnished.

9. The plan sketched out above would maintain the uniformity of action Mr. Bayley properly insists on. If it is rejected and none other is devised, we must accept the more cumbrous plan suggested by Mr. Bayley in pp. 10 *et seq.* of his Minute, even though it would entail great and frequent delays, with the Members of the Faculty (*e. g.*, that of Arts, with its 60 Members) scattered all over Upper India and Lower Bengal. But the plan would be an improvement on the present system, under which non-resident Members of a Faculty are seldom (I might, speaking from personal experience, even say never) consulted

10. The Vice-Chancellor apprehends (apparently) no difficulty in carrying out His Honor's proposal for holding yearly Convocations at Allahabad for the conferment of degrees granted by the Senate. That the holding of such Convocations would be beneficial and advantageous in many ways has been clearly shown in

His Honor's letter (quoted in pp. 3 and 4 of Mr. Bayley's Minute).

11. On the last of the subjects, *viz.*, "greater encouragement of the study of Oriental literature, and larger employment of the vernacular as the medium of teaching," I can add very little to what I recorded in my Memorandum of the 19th October, 1868. I then wrote that "the better encouragement of all classes and denominations of Her Majesty's subjects in the pursuit of a regular and liberal course of education" (the object for which the Calcutta University was established—*see* preamble of Act II of 1857) might be effected if English were treated more as a *Classic* and the vernacular adopted as the medium of instruction and examination, due regard being paid, at the same time, to the thorough and scholarly study of the learned Oriental languages.

12. In the same Memorandum I proposed that the student who had passed the First Examination in Arts and had thus given sufficient proof of his ability to read any English author of ordinary difficulty, should be allowed to go up for Honors in Arabic or Sanskrit, to secure a B. A. degree, in place of taking up the present prescribed course of English literature. History, Mathematics, &c., might be taken up by such student in the vernacular.

13. The Vice-Chancellor proposes that for the present at least the examinations for Entrance only should be *conducted* in the vernacular. "I would not," he writes, "relax the rule which requires a Bachelor's degree as a condition of taking Honors in the Oriental languages. It will, I think, be sufficient encouragement to give in all the examinations a somewhat higher value to the marks in these languages, and to permit them to be substituted for English in the Entrance Examination only. * * * I would propose that the Entrance Examination be held optionally in the vernacular, and optionally also the language to be taken

up should be English, one vernacular, and one Oriental language, as at present; or one vernacular and a higher standard of attainments in either Sanskrit or Arabic."

14. Before proceeding to examine this proposal, I would observe that under *existing* rules the languages to be taken up at the Entrance Examination are not "English and one vernacular and one Oriental language," *but* English and one other language, which may either be a vernacular or a learned Oriental language (Arabic or Sanskrit), or Greek or Hebrew, &c.

15. Mr. Bayley would not compel the candidate for entrance into the University to pass any examination whatever in English, but at the same time he would not relax the English literature tests at the F. A. and B. A. Examinations. I am unable to see how this change would benefit the student, or promote the study of the Oriental languages. Virtually you say to the student—"To encourage you to pursue Oriental studies, we excuse your passing a comparatively easy English examination in 1870, on the condition that two years after you shall go up to a much stiffer examination in that language." That is, you commence by removing the inducement to acquire a knowledge of English, and end by insisting that no student shall be allowed to go up for Honors in the learned Oriental languages if he does not pass previously a very severe examination in English literature.

16. The Vice-Chancellor believes that some such scheme as his has been recommended by each of the present Directors of Public Instruction in the North-Western Provinces, the Punjab and Oudh. My impression is, that those gentlemen would deprecate very strongly the exclusion of English from the list of subjects for the Entrance Examination, and that the proposals which have been made for the amendment of the present *curriculum* have for their object the substitution of the vernacular for English as the medium of instruction and examination, and not the lowering of the standard of English scholarship.

17. Our Anglo-Vernacular Colleges should turn out scholars possessed of a sound classical knowledge of English, a thorough acquaintance with the grammar and idioms of their own vernacular, a sound classical knowledge of the Oriental language cognate to their vernacular, and lastly that amount of general information and scientific knowledge which every man who has received a *liberal* education is expected to possess.

18. To attain this end, we must teach English and the learned Oriental languages as *classics*; the student must be frequently exercised in English, Arabic, or Sanskrit and vernacular composition, and in translation from one language into another (of those above-named); the vernacular in which his thinking and reasoning processes are carried on, must be the medium through which scientific knowledge and general information will be acquired.

19. The Vice-Chancellor believes that "the Lieutenant-Governor is quite ready to raise the standard of teaching in the vernacular as rapidly as can be done up to the standard of the Entrance Examination." This has been done, I may say, long ago, perhaps some 18 years ago, in the case of the most advanced Tehseelee Schools.

20. To sum up, I would suggest the following modification of the existing regulations regarding the subjects for Examination:—

ENTRANCE EXAMINATION.

1. English.
2. Arabic or Sanskrit (Grammar and easy "Reader").
3. Vernacular (Urdu or Hindee) Grammar and Selections.
4. History, Geography, and Mathematics, as at present, but conduct of Examination in Vernacular optional with the student.

FIRST EXAMINATION IN ARTS.

1. English.
2. Arabic or Sanskrit.
3. History and other subjects as at present, &c., (see 4 above).

B. A. EXAMINATION.

As at present. But in the case of students going up for Honors in Arabic or Sanskrit, the examination in English Literature to be dispensed with, and that in History, Mathematics, Moral and Mental Philosophy, and Natural and Physical Science to be conducted in the student's vernacular language.

(Sd.) H. S. REID,
Member, Board of Revenue,
and Member of the Senate, Calcutta University.

ALLAHABAD,
The 16th April 1870.

MEMORANDUM No. 1—*By* HON'BLE C. A. TURNER, *Officiating Chief Justice, High Court, N. W. P.*

Inasmuch as I do not profess to have a thorough acquaintance with the state of education in these Provinces, I venture to express an opinion on the Minute of the Vice-Chancellor of the University of Calcutta with great diffidence.

His Honor the Lieutenant-Governor, North-Western Provinces, in the communication he addressed to the Syndicate of the Calcutta University, aimed at four principal objects—

1. In view of the special circumstances and requirements of these Provinces, "the securing to the Provinces" a fair and effective representation in the councils of the University.

2. The establishment of a Syndicate for the purpose of holding examinations at Allahabad.

3. The holding of Convocations at Allahabad for the purpose of conferring degrees.

4. The lowering of the standard of English required by the University of Calcutta of all candidates for the Degree of B. A., in the case of students who may present themselves for examination in honors in an Oriental language.

I propose to address myself to the first and fourth of His Honor's proposals only, inasmuch as I apprehend from the Vice-Chancellor's Minute that he is prepared to support changes in the University arrangements, which would effect the objects contemplated by the second and third proposals.

I confess that the first proposal of His Honor the Lieutenant-Gevernor appears to me far better calculated to secure the end His Honor had in view than the arrangement which the Vice-Chancellor would substitute for it.

If I understand His Honor's proposal rightly, it does not necessitate the conferment on the local body of any authority which should bind the University *absolutely*. The power would be left to the Senate of rejecting any scheme suggested by the local body. His Honor simply proposes that the members of the Senate who might compose the Branch Syndicate at Allahabad should, after consultation and conference with one another, submit a matured scheme for the consideration of the Senate whenever it might appear to them that the circumstances of these Provinces required an alteration in the University curriculum. By this proposal, two advantages would be secured, which are wanting in the scheme proposed by the Vice-Chancellor. In the first place, the Senate of the University would not be troubled with the consideration of a number of crude propositions put forward by individual members of the Senate residing in the North-Western Provinces. All such propositions would, before submission to the Senate, have been fully discussed and sifted in the Syndicate at Allahabad; and

in the second place, very much greater weight would be claimable for propositions which had received the assent of the majority of the Branch Syndicate, than could be claimed for a proposition emanating from a single member of the Senate however eminent.

Nor do I understand in what manner His Honor's proposal would "materially impair the uniformity of action which is absolutely essential to the success of the University." As I have before noticed, His Honor does not propose that the proposals of the Branch Syndicate should possess any *absolute* authority. They would, and it appears to me that they ought to, have great weight in influencing the resolutions of the Senate, but they would not be imperatively binding on the Senate. Unless accepted by the Senate, they would effect no change in the uniformity of the University system. At the same time, I think it may be fairly questioned whether absolute uniformity is essential to the success of the University. If by absolute uniformity the benefits which might otherwise result from the University are contracted, then uniformity, so far from being essential, is in fact injurious to the success of the University. The circumstances of the Upper and Lower Provinces vary to such a degree, that an University system which would suit the one might be unsuited to the other; and, unless this diversity of circumstances is recognized, I am doubtful whether the University of Calcutta will ever fully meet the requirements of the North-Western Provinces.

To proceed to the fourth of His Honor's proposals, the lowering of the standard in English required of candidates for a B. A. Degree, who may present themselves for examination in honors in an Oriental language.

That a very large number of persons in these Provinces, and chiefly Mahomedans, are averse to the study of English, although not averse to the study of Oriental languages, nor even to the study of special sciences, when they can find treatises composed in an Oriental language, my brief residence in this country has sufficed

to impress on me. To adduce an instance, which is the subject of my daily observation. With one single exception, all the most distinguished Hindoo Pleaders, who practise or have practised since its institution in our High Court, possess a fair knowledge of, and plead in, the English language. The Mahomedan Pleaders, with scarcely an exception, are unacquainted with the English language, or at least do not plead in it, nor profess to understand more than a few words in it, although it would be manifestly for their advantage to do so. Yet many of these Mahomedan Pleaders are men of great acumen and learning; some of them being able to quote not only from treatises on their law published in India, but from treatises published in Arabic in other countries. It is at the same time gratifying to me to be in a position to add, that I believe that the objection to the study of the English language even among very strict Mahomedans is gradually dying out. I have met Mahomedan gentlemen of good family who are having their sons carefully educated in English, and it cannot be doubted that the advantages which a knowledge of that language confers on its possessor, in respect of professional and other advancement, will eventually operate to eradicate what is rather a national prejudice than a prejudice of creed.

But although, as I have said, this prejudice is gradually dying out, its extinction must be the work of years; and so far from being accelerated, I fear it will be retarded by the exclusion of Mahomedans, who do not possess a thorough knowledge of English, from University degrees, and the advantages which are derived from such degrees.

There exists among Mahomedans in these Provinces a great jealousy of Hindoos. They allege that an unfair proportion of appointments in the public service are conferred on Hindoos; and it may be conceived that, when they find themselves excluded from the advantages consequential on an University degree, they are led to conclude that the impediment is directly designed to deprive them of those advantages.

The proposal made by His Honor the Lieutenant-Governor, that a certain proficiency in English should be made the condition of University training and University distinction, and that candidates who have passed the middle examination should not be required to undergo a further examination in English, approves itself to my mind more than the proposal of the Vice-Chancellor to allow an Oriental language to be substituted for English in the Entrance Examination only. It would, I think, be found that many Mahomedan students would be ready to study the English language, to qualify themselves to attain the lower standard required in the Entrance and middle examination, if they were permitted to substitute an Oriental language for English in the final examination for degree. This alteration would be somewhat similar to that which I believe to have been effected in the curriculum of the University of Oxford since I left the University. During my residence in Oxford it was required of every candidate for honors at the final exmination in Law and History, Mathematics and Natural Science, that he should pass the final examination in the school of *Literæ humaniores*. But it was found that many students who could have gained high honors in the former schools were unable, by reason of their defective knowledge of Latin and Greek, to pass the final examination in the latter school; and I believe I am right in saying that a statute was passed exempting students who might obtain honors in the schools of Law, Mathematics or Natural Science from the necessity of passing the final examination in the school of *Literæ humaniores* in order to obtain a degree. Of this I am certain, that the proposition was brought before the University, and was supported by some of the most eminent members of the tutorial body.

Were the concession which is sought by His Honor granted by the University, I feel assured that the result would be achieved, which is the common object of His Honor and of the Vice-Chancellor, namely, the extension of the study of the English language. Not only would many students who now abstain

from its study be induced to devote themselves to it by the knowledge that the required standard was lowered, but inasmuch as English, unlike Greek and Latin, is a living language, they would, when they had once mastered the difficulty of obtaining a partial knowledge of it, be induced, by the obvious advantages which would result to them from a more perfect knowledge of it, to improve themselves in it after they had obtained their degrees, although they might not be willing during their period of their undergraduateship to devote so much time to it as would enable them to attain the high standard required for the B. A. degree.

(Sd.) C. A. TURNER,
Offg. Chief Justice.

27th April, 1870.

MEMORANDUM No 5—*By* A. O. HUME, ESQ., C. B, *Commissioner, Inland Customs, and Member of the Senate, Calcutta University.*

Generally, I may say that I concur in the views set forth in Sir William Muir's Minute. Referring to Mr. Bayley's review of this latter (p. 9), I confess my inability to understand why a Branch Syndicate should *not* be *avowedly* created at Allahabad both "for the purposes of consultation and advising the Senate in all matters regarding the North-Western Provinces," and also for the actual (not merely *virtual*) conduct of examinations of students belonging to the North-Western Provinces. Mr. Bayley says that he "cannot think that the Lieutenant-Governor, in making this proposal, quite appreciated the present method of carrying on the business of the University." I apprehend, on the contrary, that it was the very fact of his thoroughly appreciating that method that led Sir William Muir to *make* the proposal. Wrongly or rightly, it is unquestionably the impression amongst many of those most interested in education in the Punjab and North-Western Provinces, that the ruling powers of the Calcutta University are not sufficiently cognizant with *extra* Bengal educational

requirements, and that they bear about the same relation to the Bengal Presidency, as a whole, that an English House of Parliament, whereof all the members should be elected in England, would to Great Britain and Ireland. Mr. Bayley goes on to say that "to give a purely local body any degree of authority, specially in reference to local matters, would very materially impair the uniformity of action which is absolutely essential to the success of the University;" but if we consider the matter fairly, what, as a matter of fact, is the working portion of the Calcutta University but a purely local body,—a local body, moreover, who possess authority not only in local matters, but throughout the whole Bengal Presidency. It is just *because* we feel that the interests of education suffer from the investiture of this one local body with practically absolute power to decide for many other localities of which their knowledge is necessarily more or less imperfect, that we wish to see other local bodies organized as counterpoises. No one doubts the integrity or ability of the resident working portion of the Calcutta University, but we do doubt that, as a rule, they are as well acquainted with the educational facts of the North-Western Provinces, the Punjab, &c., as they are with those of Bengal. We do feel that practically (though many of us may be Fellows), we are unrepresented, and we believe that some organized body is necessary to represent us in the Calcutta University with the weight which would attach to a regularly constituted branch Syndicate at Allahabad.

It is by no means necessary or perhaps desirable that any *separate* authority, except in matters of mere detail, should be vested in the proposed branch; it would be sufficient that it should possess the power, as a body, of submitting from time to time recommendations and proposals which, as coming from a body representing the whole of the North-Western Provinces, would necessarily carry far more weight, be less liable to error, and far simpler to deal with, than separate memorandums by any number of individuals.

As for Mr. Bayley's plan of circulating proposals separately to all non-resident members of a Faculty, I utterly disagree. It would cause great delay, and, beyond a prodigious expenditure of stationery, nothing would come of it. What we want is an authorized place of meeting accessible to us in the North-Western Provinces, where great questions can be freely discussed, and whence the views of the majority and of any influential minority can be authoritatively represented in the tersest and simplest form possible to the *Alma Mater*—at present, it is to be feared, a somewhat oblivious mother of all but her Bengali children.

Referring to Mr. Bayley's dictum *in re* "the uniformity of action which is absolutely essential to the success of the University," I must remark, on the one hand, that this uniformity may easily be pushed beyond the limits of usefulness, and that, on the other, to prevent any rigidly uniform system of action being positively noxious, it is necessary that, in framing and recasting that system from time to time, the fullest consideration should be given to all local differences throughout the whole country which that system is to affect, and this full consideration is, I submit, never so likely to be realized as when the wants and opinions of each province are represented by its own Branch Syndicate.

But what are the grave reasons that induce our Vice-Chancellor to repudiate so unhesitatingly these proposed branches? He "feels assured that they would give room for very great diversity of opinion and to grave risks of dissension!" Talk of the infallibility of the Pope after this! Would the prospects of education be so utterly compromised then if some of those interested in the cause did differ from the Vice-Chancellor of the Calcutta Syndicate? What good thing ever yet was worked out without diversity of opinion? Are we going "*alere flammam*" with the flint only, or is it by the clash of flint and steel that we look to strike out the sacred spark?

The fact is that, to make a Bengal Presidency University (invested with no traditional prestige) a living and developing success, it will not do merely to have a set of rules laid down by a local body (however eminent) and thereafter rigidly adhered to, even though by virtually retaining all power in the hands of that body, or their similarly circumstanced successors, difference of opinion may be silenced and dissensions suppressed. To be what it aims at, the system of the University must be a perpetually progressing and developing one, ever representing the matured opinions of the majority of the educated members of the vast community comprised within that presidency, and how any approximation even to this is to be attained without the creation of local educational organizations, exercising a potential voice in the decision of important questions, such, for instance, as the proposed Branch Syndicate might become, is more than even the Vice-Chancellor himself, I think, can tell us.

The holding of branch convocations at Allahabad and Lahore follows as a matter of course, but I must note that I by no means see the necessity of the attendance of the present Vice-Chancellor; indeed, the best thing for education up-country would be to constitute the Lieutenant Governors *ex-Officio* Vice-Chancellors in their own provinces, and allow them to preside on these important occasions. There is no doubt that this would give far greater eclât, solemnity and emphasis to the branch convocation than even the attendance from Calcutta of the Vice-Chancellor, who, however distinguished for learning, respected and admired by Europeans, is nothing and nobody to ninety-nine out of every hundred of the students of the North-Western Provinces.

As regards the third question, I shall not attempt to discuss it in detail. I cordially agree that it is desirable that students who *have* passed the First Arts Examination should be allowed thereafter to go up for honors in Oriental languages without passing as B. A.s, but I am doubtful of the policy of allowing candi-

dates for the Entrance Examination to be examined in the vernacular, or of allowing them at this examination to substitute for English one of the classical Oriental languages.

1st May 1870. (Sd.) A. O. HUME,
Commr., Inland Customs, and Member of the Senate, Calcutta University.

MEMORANDUM No. 6.—*By* R. GRIFFITH, ESQ., *Principal, Benares College, and Member of the Senate, Calcutta University.*

I do not, I think, underrate the importance, educationally, socially, and politically considered, of a careful study of the English language by natives of this country; it is, I am aware, at present the sole key, as far as an Indian is concerned, to all that is worth knowing in history, art, science, and philosophy. No legitimate and healthy means to promote the cultivation of English should, I think, be neglected, and the opportunities of acquiring a sound knowledge of it should be extended over as wide an area as possible. The University of Calcutta has had marvellous success in encouraging and stimulating this study in Bengal, and its influence in the same direction is not unfelt in the provinces of Central and Upper India.

But for many years there must remain vast numbers of students whom circumstances keep hopelessly out of the reach of a sound English education. Many of these students may and do acquire a very fair elementary knowledge of mathematics; they can read and understand any vernacular book that is placed before them; they can write grammatically and even with some elegance in their own language; they are tolerably well acquainted with Indian history, not altogether ignorant, perhaps, of the histories of Greece, Rome, and England, and many have made considerable progress in Sanskrit, Arabic, or Persian. European students with corresponding acquirements would gain admission

to any of the universities of their respective countries. Even in Poland, I believe, condidates are not compelled to pass in Russian, and it seems to me that an Indian university, to be worthy of the name, should not exclude from the benefits of her examinations myriads of the natives of the country, because they are unable to pass in a most difficult foreign language, which it is impossible for them to master without the assistance which it is impossible for them to obtain.

I am under little apprehension that the relaxation of the rule which now compels students to take up English for the University examinations would seriously diminish or discourage the study of English. English is studied in these provinces simply and solely for the substantial and tangible return it brings. A knowledge of English is valued not only because it enables its possessor to look down upon his less educated fellowmen (among whom his own father generally holds the first place), but also because it frequently brings with it very considerable emoluments. The writership on Rs. 10, the ticket collectorship, the deputy inspectorship, the mastership of the zillah school, or a well-paid post in a College—these are the prizes that one class of English students has in view. The tradesman's ambition is to dun Europeans in English; the independent gentleman's to increase his importance by talking English when he visits the *sahib log*, and boasting of the influence which this accomplishment gives him.

These incentives will not lose their force, and the study of English will not languish as long as it continues to pay.

I have based my advocacy of the proposed revolution in the University system, first, on the abstract principle of justice, and, secondly, on the consideration that it will not injuriously affect the study of the English language and literature. The student who passes in English will still maintain an immense advantage over the student who passes in the vernacular, and the two classes will never be confounded in Indian eyes.

Independently of these considerations, I think there can be no doubt that the measure proposed will do for vernacular education almost what the present system has done for English. Although the number of candidates for the Entrance Examination will show at first no very startling increase, the new stimulus will be gradually and most beneficially felt. The classical languages will be more extensively and accurately studied, the vernacular will gain rapidly in copiousness, refinement, and strength, and the great and ever-increasing demand for text-books in literature, history, and science, will produce a class of works which at present can scarcely be said to exist.

R. GRIFFITH,
Principal, Benares College, and Member of the Senate, Calcutta University.

BENARES, *3rd May* 1870.

MEMORANDUM No. 7.—*By* BABOO SIVAPRASAD, *Joint Inspector, 3rd Circle, Department Public Instruction, North-Western Provinces, and Member of the Senate, Calcutta University.*

The first point noticed by His Honor is the fact that the North-Western Provinces are not represented in the Senate. To supply this want, His Honor has suggested the constitution of a branch of the Senate in these provinces. The Vice-Chancellor being anxious not to "impair the uniformity of action," instead of constituting a branch of the Senate, proposes to circulate every subject submitted to any Faculty for discussion to all the members of such Faculty, resident or non-resident, and to make it competent for members to vote by proxy.

If the constitution of a branch of the Senate in these provinces is not just now feasible, I think the proposal of the Vice-Chancellor may be given a fair trial for the present. It will be, no doubt, a great improvement on the existing system at any rate.

The second proposal of His Honor is to hold a branch convocation at Allahabad for the conferment of degrees. The Vice-Chancellor does not dispute it, and thinks that it may be carried out at a very small expenditure of money and with very little inconvenience to the Registrar and Vice-Chancellor.

Now comes the third proposal of His Honor, with respect to which I fail to understand how it can be expected, in the form commended by the Vice-Chancellor to the favorable consideration of the Syndicate, to operate practically to the greater encouragement of English teaching. The two points considered by His Honor are :—

"First, whether greater encouragement might be advantageously given to the study of Oriental literature, and, secondly, whether any part of the examinations might not be conducted in the vernacular."

At the same time the Lieutenant Governor "would not support any scheme which did not make proficiency in English a condition of obtaining degrees." The Lieutenant-Governor goes further and says—"It is only by the acquisition of English that the student can find his way to those stores of knowledge without which his fine writing is mere verbiage, for the most part worse than useless." The great object of His Honor is to have a vernacular literature, and for this end His Honor forces his students to pass the "middle examination" as it is, because "the knowledge of English literature and science necessary for the passing of that examination," is supposed and acknowledged by His Honor to be the basis of all his future success. What His Honor suggests is simply, instead of compelling the student after the middle examination to prosecute his studies in English literature and science, to allow him to take up Oriental classics with a lower standard in English and in science than the pre-requisite of a B. A. degree for a University degree, which, to prevent confusion with the present B. A. degree, had, I may be allowed to suggest,

better be called in a new name, such as Licentiate of Oriental Literature, and Master of Oriental Classics. The proposal of the Lieutenant-Governor is most judicious and unexceptionable in my humble opinion. If it may be made optional for the students in the Entrance Examination to answer the questions in mathematics, history, and geography for the present in vernacular, it will meet the want and gain the object in view.

But now let us see how the Vice-Chancellor has taken it up. He proposes that the examination for the Entrance "should be optionally conducted in the vernacular" only, and the Oriental languages should "be substituted for English." I am at a loss to discern how these vernacular-and-oriental-language undergraduates will be able to give any "marked stimulus" to the study of English and "large extension of English education in the North-Western Provinces" as "confidently" expected by the Vice-Chancellor. No Oordoo-and-oriental-language undergraduate can possibly ever acquire a knowledge of English competent for middle examination or for "the attainment of honors and of the higher degree."

He must give up his studies further and seek some mohurrirship (Persian writership on low salary) or similar appointment under the Government, and the idea of our Lieutenant-Governor to have students who "shall benefit the nation by raising its intellectual and moral standard and conduce to its material and social advancement,"—who "availing (themselves) of the stores of European knowledge in a sufficient measure for the production of translation, compilation, or original works containing valuable information drawn from those stores,"—who "would yet have access, through the English language, to the knowledge of history, art, and science—and who being * * * imbued with the love of true learning would be at the same time in the best position to communicate the fruits of their own studies in a native and attractive form to their fellow countrymen,"—must remain dormant,

or I may say a perfect delusion. His Honor pointed out a certain want and desideratum, and suggested means to supply it. The Vice-Chancellor, stating that he agrees to a certain extent, but in my humble opinion disagreeing totally, seems to condemn the very principle on which the Lieutenant Governor has based his proposal. The Vice-Chancellor enunciates a quite new principle, and starts a quite new proposal, *viz.*, to fill the "gap" between high English education and elementary vernacular instruction by improved instruction in the vernacular, *i. e.*, by having vernacular undergraduates who may be followed in time by vernacular graduates: thus realizing the ideas of the vernacular-university-wallas. Without discussing the merits of the much-discussed question of the vernacular university, I deplore the depreciation by the Vice-Chancellor of the most valuable proposal of our Lieutenant Governor.

OFFICE OF INSPR., D. P. I.,
3RD CIRCLE, N. W. P.,
BENARES;
The 3rd May 1870.

(Sd.) SIVAPRASAD,
Joint Inspr., 3rd Circle,
D. P. I., N. W. P., and Member
of the Senate, Calcutta University.

MEMORANDUM No. 8.—*By* M. S. HOWELL, ESQ.

It is admitted on all sides that the time has arrived for raising the standard of vernacular education in the North-Western Provinces, and there is also a general accord as to the means by which this end is to be secured. These are—(1st), to concede to those who are interested in the cause of education in these provinces more influence in the councils of the Calcutta University which directs and controls the general system of official instruction throughout this presidency; (2nd), to permit students to pass at their option some at least of the university examinations in the vernacular; and, (3rd), to offer more encouragement to the study of the classical oriental languages, Arabic and Sanskrit. But

there is some divergence of opinion as to the manner in which these changes should be effected and the degree to which they should be carried.

His Honor the Lieutenant Governor proposed the appointment of additional Fellows for these provinces, who should meet and consult at Allahabad, and whose functions should consist in advising the Senate on all matters affecting the North-Western Provinces, and in conducting the examination of students from these and adjoining provinces, and reporting the results to the Senate, which would thereupon proceed to grant its degrees. He further recommended that these degrees should be conferred by a branch convocation at Allahabad. The Vice-Chancellor, conceding the point of the local convocation, objected to the "virtual conduct of examinations at Allahabad," and proposed an alternative scheme by which each Fellow resident out of Calcutta should be able to advocate and enforce his opinion on any question through a written minute and a vote by proxy. The Lieutenant Governor had merely suggested that the Fellows should consult together and advise the Senate on local matters, and there is nothing in the Vice-Chancellor's scheme to prevent the Fellows from consulting at Allahabad or elsewhere, and submitting their views in a collective note, with separate minutes, if necessary, from dissentient members, and each Fellow could then support his opinion by his vote. The only substantial disagreement is upon the desirability of vesting in the local Fellows the conduct of the examinations and the decision upon the results. For if the Senate at Calcutta is to grant degrees upon the report of the Fellows at Allahabad, it is clear that the latter body will virtually have in its own hands the power of granting and withholding degrees. I believe, however, that, under the present system, the university examinations for students in these provinces are held at the several local affiliated institutions through the medium of papers set by Examiners who are appointed by the university, and that the success or failure of the candidates depends upon the accord of these Examiners.

The Lieutenant Governor's proposal does not express in detail the part to be taken by the Fellows at Allahabad in the conduct of the examinations; but if it contemplates the appointment of separate Examiners for the North-Western Provinces by the local Fellows, or if it intends that the Fellows or some of their number shall themselves be the Examiners, its result would be to introduce a system of examination in these provinces separate and different from that prevailing elsewhere. The university, as an examining body, would in fact be at Allahabad, and the institution at Calcutta would merely confer the honors accorded by the local branch. It is probable that similar arrangements would eventually be made for other main divisions of the presidency, and thus we should virtually have a federation of universities, the general harmony of whose action would be maintained through the control of the collective body of Fellows, and whose ultimate disintegration into separate local universities could be readily effected wherever the requirements of the day should render such a step expedient. The Vice-Chancellor's observations at page 10 of his minute seem to show that these results are anticipated by the present governing body of the university at Calcutta, and that the Lieutenant Governor's proposals will meet with opposition on this head. The students of that university and its affiliated institutions form, however, a composite heterogeneous mass, originally separated by the accident of birth into great divisions, speaking different vernacular languages, cherishing distinct local associations, and, except in Bengal Proper, feeling no attraction whatever to Calcutta. As their numbers increase, their diversities of race, language, manners, customs, habits, and modes of thought will inevitably produce a desire to localise their educational institutions, and some such measure of decentralisation as that now proposed by His Honor the Lieutenant Governor will have to be conceded to postpone the eventual alternative of disruption and segregation. The scheme, then, for the creation of a Branch Syndicate at Allahabad, seems an opportune advance in the direc-

tion which must ultimately be followed, as the adoption of this or some analogous measure is merely a question of time.

As regards the second and third of the means proposed for raising the standard of vernacular education, the Vice-Chancellor would permit the Entrance Examination to be conducted in the vernacular, and would allow a candidate at that examination to substitute a higher degree of attainments in Arabic or Sanskrit for the English test which is now obligatory. This measure would carry education in the vernacular as far as the Entrance Examination, and create a class of students more proficient in Arabic or Sanskrit than is at present usual at that stage, and possessed of the limited acquaintance with history, geography, and mathematics necessary for the matriculation test, but ignorant of English. If, as the Vice-Chancellor anticipates, an increase to the number of undergraduates is thus obtained, the advantage will be but slight. For it is unlikely that students so prepared will be able to acquire sufficient mastery of English to enable them to pass the English tests of the subsequent examinations, or to use that language with freedom as the prescribed medium for passing in other subjects. In justice to those undergraduates, it will be necessary to give them the option of passing the further examinations also in their vernacular. Indeed, when the propriety of adopting the vernacular as a medium of instruction up to the matriculation stage is once conceded, it is difficult to see any utility in gratuitously obstructing the student's progress by forcing upon him an untried foreign language as the vehicle of further study. The real requisite is a system of education by which a student shall not only be able to reach a high standard of information, but shall also be fitted from early and continued study of English for availing himself readily of its literary and scientific treasures. The former object is more easily attainable by teaching and exercising in the vernacular, and the latter by making the English language an obligatory subject in all the examinations, especially the earlier

ones. The Vice-Chancellor, in lieu of Sir W. Muir's suggestions that students should be allowed to take up the classical oriental languages for honors after passing the Middle or First Arts Examination, proposes "to give in all the examinations a somewhat higher value to the marks in these languages." If, as I understand, the subjects of the examinations are obligatory, and a student to pass at all must pass in each subject, the solitary inducement offered by this proposal is the hope of a somewhat higher place in the division list. Whether this attraction would have the effect of leading students to devote much more labor and time to the cultivation of these languages is, it may be feared, very doubtful. The cardinal objection to the present rule is that, in consequence of the great falling off in the number of candidates between the middle and final examinations, it operates to exclude a considerable number of possible students for honors in those languages. If, then, the acquaintance with English literature and science requisite for passing the Middle Examination is sufficient to enable a student to have recourse with ease and freedom to the sources of more advanced information contained in the writings of the English language, it is clearly advisable to relax the stringency of the present rule in favor of those who may wish to take up Arabic or Sanskrit for honors without waiting to pass the B. A. Examination.

My general conclusions are that the existing practice of making English an obligatory subject at the Entrance Examination should not be disturbed; that at all the examinations candidates should have the option of passing in the vernacular; that students should, after passing the First Arts Examination, be allowed to devote themselves at once to the study of the oriental languages for honors; and that the creation of a Branch Syndicate at Allahabad, to exercise the functions before specified, is eminently desirable.

(Sd.) M. S. HOWELL.

4th May 1870.

MEMORANDUM No. 9.—*By* H. TEMPLETON, ESQ., *Principal, Bareilly College.*

I regret to say the general educational questions discussed in Mr. Bayley's pamphlet are such as have never before been carefully considered by me, and I consequently feel my views thereon can be of very little value. Nevertheless, in obedience to His Honor's order, I proceed to offer a few remarks in connection with those suggestions and propositions on which my long practical experience as a worker in the Department may have in some degree qualified me to form an opinion.

I think a convocation for conferring degrees to be held at Allahabad would be a desirable arrangement; believe it could be made with little difficulty, and would be very acceptable to those most concerned, the young men themselves, their parents and friends.

On the question whether the study of oriental literature should meet with more encouragement, I remark there are very few indeed of the students of English who evince any desire to extend their knowledge either of the vernacular or classic tongues of India beyond the standards prescribed for the different examinations; and that the work (English and oriental) to be done for both Middle Arts and the B. A. tests is sufficiently difficult now, and would scarcely permit of candidates getting up more, or of qualifying themselves to supply the great want of the country—a Vernacular Literature. Again, as to qualifying *after* passing Middle Arts Examination. English is studied principally for the material advantages it brings to such as make fair progress therein; and, from what has come under my own observation, I should say few youths who have passed the Middle Arts, or even the Entrance Examination, would afterwards take up the systematic study of an oriental tongue, seeing that so large a portion of their time must be occupied in earning a livelihood if they leave College, or in prosecuting their studies if they remain. There appears therefore,

but little hope of advancing in any important degree the study of oriental languages and literature amongst our English-learning pupils. Something perhaps might be done, might be gained by a different arrangement or course in the colleges, which would permit of a higher standard being required by the university. As it is, boys who have both at home and in class made good progress in Persian are compelled to enter for Arabic, losing thereby much Persian already acquired, and according to the best authorities I can consult on the subject, getting nothing worthy the name of scholarship in its place.

If my views are correct, the encouragement sought to be given to the study of the classical languages of India can only be given by prescribing a purely oriental test—one which the learned natives themselves would acknowledge, one the passing of which would qualify for university distinctions, and bring something more than barren honor with it.

I entirely agree with Mr. Bayley that a very considerable number of those students now excluded from passing by any university standard owing to the necessity of acquiring English would qualify themselves for examination in the vernacular and classic languages of their own country, and pass successfully by a far higher standard than any we now fix, the attainment of which would, as a means of mental training, be perhaps equally useful with the study of English up to entrance test. I think that in the North-Western Provinces, where a change in kind of indigenous education is much wanted, a few years under the proposed system would give us much better teachers, and through them better books.

As regards the preparation of such works as would be required for the higher forms of vernacular literature, I presume with due encouragement exceptional men trained under the present system, who have taken honors or the B. A. degree (and some of whom may be excellent oriental scholars besides), would be found as willing as competent to the task.

Could any part of the examinations be conducted in the vernaculars? I think very little would be gained by introducing more of the vernacular into present examinations, believing that the acquirement and use of English are the great objects of attraction to our pupils. Any change, short of that very complete one of teaching English as a language only, giving history, philosophy, and mathematics in the vernacular, would be of little practical use.

(Sd.) H. TEMPLETON,
Principal, Bareilly College.

The 6th May 1870.

MEMORANDUM No. 10.—*By* A. S. HARRISON, ESQ., *Professor of Mathematics, Bareilly College.*

The questions to which I particularly address myself as being the salient points noted in the Vice-Chancellor's minute are—

1. Is a separate university for the North-Western Provinces necessary or desirable?

2. If a distinct one is not (at any rate now) required, what constitutional or administrative changes would render the existing university more effective and acceptable to outlaying provinces?

3. The propositions of His Honor the Lieutenant Governor regarding degrees in oriental classics and teaching science in the vernacular.

Though the whole subject, as particularly interesting to me, has had my long and earnest attention, and I have a good many years' experience in the working of the systems previous and subsequent to the foundation of the university, yet I submit my views with great deference, as being possibly bounded by a certain narrowness, from having constantly looked at the matter from the one side of a worker out of details, not as the originator of a scheme.

On the first point I feel very strongly. With separate universities at Calcutta, Allahabad, Lucknow, Lahore, and perhaps even elsewhere (for the establishment of the second implies the gradual formation of others), a diminished honor and dignity would attend the degrees conferred by each, which no amount of emulation or generous rivalry between them could compensate. Far greater renown will ever attach to the distinctions granted by a single university embracing all the provinces: indeed, as long as it remains the only one, the university loses all provincial character, and is and will be regarded not as that of Bengal Proper, but as an Imperial one placed at the seat of the Imperial Government. I need hardly draw an illustration from the comparatively mean estimation in which we hold degrees obtained at the many universities of Germany, that land of scholars.

Our position in these parts differs altogether from that of Bombay or of Madras. Those provinces throughout history have from the first been separate in administration and intercourse—a separation which late years of centralisation have failed to efface. But the bond linking Bengal and these provinces, always close and intimate, is daily being drawn still closer by that increasing facility of communication which has not yet by any means reached its limits. Why then should we part in the matter of the university except for the most cogent reasons? And, moreover, without any detraction, I may remark that the success of the Madras and Bombay Universities is not so pronounced as to favor the establishment of new ones elsewhere on light grounds.

As, therefore, I see heavy disadvantages are likely to follow dissociation, without any compensating gains, I would contend for the unity of the university being maintained, even if inconveniences arise greater than any now foreseen. A little concession, hitherto not withheld as far as I am aware, will from time to time remove all such inconveniences, and even some difficulties of a serious nature. The supreme object of imparting a large amount of European learning to its immediate alumni, and spreading the

same in a lower degree but far more widely through their agency—an object to which all others are subordinate—is a common foundation on which we all build, and assuredly most effectually and solidly when we build together.

But supposing the present university only to remain, what concessions to secure the interests of the North-West and other provinces may fairly be claimed? These I take to be the following:—

1. Adequate representation in the Senate.

2. Evidence from time to time which shall make it manifest to the people of any province that the university belongs also in a measure to them.

3. The removal of such disabilities as would place the students of any province at a disadvantage.

As to the first,—the creation of a number of Fellows, and the introduction of such a plan as that suggested by the Vice-Chancellor, by which their views may obtain a fair hearing, and their votes (by proxy) carry a due weight in the decision of all important matters, will, in my judgment, sufficiently protect the peculiar interests of any province, and shut out any possible localizing tendency in the counsels of the university.

For the second,—the Vice-Chancellor adequately provides by his proposal to hold convocations for conferring degrees at Allahabad (and I presume, if necessary, elsewhere also). As on such occasions the Fellows attending will be chiefly those belonging to the province, the impression conveyed to the natives present will be that of a domestic, and not of a foreign university.

If in such convocations the Chancellor himself presided, or if in his absence the Lieutenant Governor were appointed by statute to be *ex-officio* the Chancellor's representative, nothing desirable to the dignity of the ceremony would be wanting.

As to the third,—students in outlying provinces up to last year certainly did labor under a great disadvantage in having to proceed to Calcutta for the distinctive examination for degrees and honors. But the Senate, on representation being made, acceded to the proposal to hold these examinations in the North-Western Provinces and the Punjab; thereby affording proof, were any necessary, that the interests of distant provinces should not suffer when a remedy could be pointed out. A farther disability which still remains will be taken away by holding convocations for degrees at places other than Calcutta, which has already been proposed in the Vice-Chancellor's Minute; in which he also instances the practice (on more than one occasion) of consulting the views of those interested in these parts on proposed alterations in the course of study—a farther evidence of catholic feeling on the part of the Senate.

That the University should have its seat in Calcutta as long as the Imperial Government also remains there, I regard as a necessary consequence, and not productive of any serious evil.

The impression on my mind is, that the University, though founded in Calcutta, has unconsciously acted and grown as if it were an imperial one,—at least as far as we are concerned. Our Colleges and High Schools have sought and found affiliation; their Principals have been consulted in matters affecting these Colleges; Examiners have been appointed without distinction both from the North-West and the Punjab; indeed, it is probable that the Senate would be glad to see a larger number of applicants for that onerous task coming forward from these parts; and I cannot adduce an instance where a proposition, which would stand a chance of being entertained in a Senate in which we were fully represented, has been rejected by that body.

It is certainly true that hitherto we have had but few in the Degree, and fewer still in the Honor lists; but I should not attribute this circumstance so much to our not being represented

officially in the University as to other causes, of which two are—the early period at which our students leave for profitable employment, which can be obtained more easily and on lower acquirements here than now in Bengal, and notably that as yet the children of the aristocracy in these parts have only exceptionally attended our Colleges and Schools. Both these drawbacks to the number of our distinguished pupils formerly existed also in Calcutta, and as there, so also here, they will of themselves gradually disappear; and I do not see how the existence of a separate University in these provinces would much accelerate the process.

The third topic is the encouragement of oriental studies apart from English. The ultimate aim of the University, in this respect, is not so much the simple instruction of the comparatively few, who, in its affiliated Colleges and Schools, are primarily and directly affected by it, as the general advancement of learning among the whole people, or, as declared by His Honor to be, to create for the masses, who cannot acquire English, a vernacular literature,—*i. e.*, "works in History, Art and Science containing sound knowledge, written in an elegant style, and composed on models of thought and expression agreeable to the native mind," for the preparation of which, particularly in regard to the last and most important feature, we must look to our students, who alone having had access to the original sources of knowledge by the acquisition of English, are competent to produce such works. I may incidentally remark that to the rich alone, as a body, is the requisite learned leisure possible—another reason why the upper classes should be drawn into our Colleges by all means short of compulsion. And I may also digress to remark how unreasonable is the clamour lately raised by some who, unable to grasp the whole subject, contend that our endeavours should be mainly, if not entirely, devoted to the more elementary education of the masses, and that we should withdraw from expensive and unprofitable (?) Colleges. Those who thus argue do not perceive that it is only through the more highly educated natives alone we can hope

effectually to reach the minds of the masses; and unless we provide the former, the status of the latter must remain much as it now is. The fallacy has long since been acknowledged in regard to missions, but is still maintained in discussions on education.

But to return. Our difficulties in creating this vernacular literature are peculiarly enhanced under our present University system, in which the students learn only English and one of the oriental classical tongues. For whatever may be the psychological doctrine, all men allow that practically our thoughts are mentally clothed in language, or we think in words. Our system, therefore, forces our students to invest their thoughts in an English garb, and gives very little of any assistance whatever towards the aim above declared. Again, further, it requires students to take up Science long before they have that mastery* of English which is necessary for the comprehension of any process of reasoning. I refer of course to the attainments required of students in the Entrance Examination in Geometry and Algebra.

* "No one is master of a language until he can think in it."—*Spiers.*

I should therefore cordially welcome such a change in part as suggested by the Lieutenant Governor, which would permit the mathematical portion of the Entrance Examination to be held in the vernacular, optionally. And I believe we should thereby secure a double gain, in accustoming our students to think in their own vernacular, and in the earlier and more complete comprehension of strict processes of reasoning. And I do not anticipate any insurmountable difficulty, either as to books or Examiners, though our series of the first is far from being perfect, or of a like high character for method and precision with the English ones now read, and it would no doubt be necessary to appoint different Examiners for students using Bengalee and those writing Oordoo or Hindee. But perhaps the time is not far distant when the Entrance Examination may be altogether dissevered from the university, and left, as the corresponding preliminary Examinations at Oxford and

Cambridge, either to individual Colleges and their associated Schools, or at least to the conjoint Colleges of a province, setting the University free to deal with that which more immediately concerns it—*viz.*, the conferring degrees and holding the intermediate examinations. The danger of the University breaking up from the unwieldy aggregate of candidates for Entrance (*mole ruit suâ*) which has been contemplated would be thus entirely avoided. If one-half of the fees levied for Entrance were still devoted to the University chest, whilst the other was applied to defray the expenses of the provincial Examination, all difficulties of a financial nature might be obviated.

But as to any further permissive use of the vernaculars at higher examinations, or the substitution of oriental literature for any part of the subsequent University course, I should hesitate to put forward an opinion; yet this much would I declare, that I should be opposed to giving up on any consideration the English literature portion of the requirements of the B. A. degree. Whether a prescribed selection of oriental classics might be allowed to replace one or more of the other branches of study in the course—*e. g.*, History Psychology or Mathematics, wholly or in part—is a matter which only full and ample discussion in the Senate could justly decide. It savours (to me) of retrogression, but the question is one on which individual opinions and proclivities are likely to be strong and unreasonable, until attempered by the attrition of many views, and therefore one the more to be guarded against. Also the change is so important that many, though not unfavourable to it, might hesitate to accord the sanction of their vote except under the conviction of a tolerably decided consensus.

(Sd.) A. S. HARRISON,
Professor of Mathematics, Bareilly College.

6th May 1870.

MEMORANDUM No. 11.—*By* W. JARDINE, ESQ., *Professor of Law, N. W. P., and Member of Senate, Calcutta University.*

As to the proposal to establish a Branch Syndicate at Allahabad, if that Syndicate was intended to exercise functions similar to those of the present Syndicate at Calcutta, and especially if it were proposed to hold separate provincial examinations under the direction of the Syndicate, I think the Vice-Chancellor is right in considering it impracticable. So long as we maintain our connection with the University of Calcutta we must submit to the inconvenience of having no examinations especially suited to our own peculiar wants. The title of B. A. of the Calcutta University could hardly be applied with propriety to a man who had been examined here by a local Committee, in accordance with a distinct educational scheme of their own. It would be more straightforward to call him a B. A. of Allahabad. In short, I think, the effect of the proposal made to the Vice-Chancellor would be virtually to establish a separate University without the name, and to claim whatever prestige may be thought to accrue from connection with a large University without the right.

The proposal of the Vice-Chancellor to give more power in the Senate to non-resident members seems worthy of trial. A month and not six weeks would, I think, be long enough notice to enable them to vote on important matter.

The paucity of Fellows in these provinces demands attention. Probable there are not more than ten or twelve. I think the number might usefully be increased by the addition of residents of Allahabad and neighbouring places. I say this upon the same principle which has hitherto dictated the nomination of residents of Calcutta. The members of the Senate in the North-Western Provinces might then conveniently meet for deliberation and recommendation, but I do not think it would be necessary to alter the mode of our direct influence in the Senate except by the proposed circulation of the proceedings of that body and the privilege of voting by letter.

The proposal of the Lieutenant Governor that a convocation should be held at Allahabad is, I think, a very wise one. The attendance of the Vice-Chancellor and the Registrar may be desirable, but surely not indispensable. The place of the Vice-Chancellor might be taken in his absence by the Senior Member of the Senate present—a course which I have seen adopted in the Senate of the University of London. In these Provinces the Lieutenant Governor would usually be the Senior Member.

I turn to the more important and more difficult questions which relate to the extent and the mode in which the University should encourage the teaching of oriental literature. I shall not attempt to enter at large into the consideration of the issues which are thus raised. It is through the medium of English, and of English alone, that any education worthy of the name is now to be obtained in India. I do not think this state of thing will be materially changed until there shall have been created a body of learned natives familiar with the English language and to some extent acquainted with the vast stores of information and thought to which that language is the key. By their agency, a revival of learning may be induced through the native tongue, but the time is not yet.

I think there is always a considerable danger of allowing what is really a great social problem to degenerate into a mere linguistic problem. It is not a style and a taste moulded upon the master-pieces of Persian and Sanskrit poetry that the people of India need. It is rather that they should be introduced to a truer science, a higher morality and a more inspiring history than their own. With these views, I have but little sympathy with any efforts to encourage oriental literature. At present I think all such studies are almost worse than useless. But I am aware that there is a strong attachment to such studies in the minds of many native gentlemen, and I would make some concession even to what I may consider prejudice.

If it be conceded that some encouragement should be given to oriental students, I do not approve the plan proposed by the Vice-Chancellor. It is unreasonable to allow a boy to pass the Entrance Examination without knowing English, and then to prevent his proceeding further until he has learned it. The effect will practically be that candidates will present themselves for the First Arts Examination worse prepared in English than they now are, and that is saying a good deal. There ought to be no *upper* limit to the distinctions to be gained in vernacular only. Either let there be a series of examinations in the vernacular throughout, or else having secured in the lower examinations a certain degree of proficiency in English, let the students seek for higher distinction by exceptional excellence in oriental languages. This last is Sir William Muir's proposal, and I agree with it, except that I should be disposed to leave things as they are as far as the B. A. degree, and then allow Honors or an M. A. degree to be obtained by proficiency in oriental studies.

(Sd.) W. JARDINE,
Professor of Law, N. W. P., and Member of the Senate, C. University.

ALLAHABAD, 10*th May* 1870.

MEMORANDUM No. 12.—*By* REVD. C. E. VINES, *Principal of St. John's College, Agra.*

1. It is true that the *premature* establishment of a University at Allahabad, for the North-Western Provinces, Oudh, &c., might by reason of the contrast which it would present to the vast proportions of the Calcutta University (taking into consideration the numbers presenting themselves for examination), give rise to the idea that the degree was of inferior value; and in that case the cause of education within the sphere of its influence would suffer, and many would be led to seek the Calcutta University degree in preference, whereby the object of its foundation would be defeated. Still, it appears to me that there are sufficient reasons why there

should be a distinct University at an early date, and, as a preliminary to this, I should like to see a branch of the Syndicate of the Calcutta University meeting at Allahabad, having full powers for the arrangement of studies and conduct of examinations, so far as they affect peculiarly and exclusively these provinces.

2. I prefer the proposal for a branch of the Syndicate at Allahabad, with full powers, to the plan of correspondence between Fellows representing these Provinces and those in Calcutta. The members of Senate in Calcutta will many of them regard educational questions from a narrower point of view than it is probable the representative Fellows of these Provinces would. The limited experience gained in Calcutta and its immediate neighbourhood will be the test by which the Minutes transmitted from these Provinces will be tried. That this is the case with the Syndicate, may be seen by a reference to the lists of the members in present and past years.

3. At present the study of vernacular and English does not proceed as a fact *pari passu*. One is sacrificed to the other. The present scheme of education is, I suppose, only provisional. It cannot be considered national, or worthy to be such, until the vernacular occupies its proper position as the vehicle of teaching sciences and arts. And yet the time has not come when any great changes can be effected. To watch the times and amount of change required is the work of a local body—*i. e.*, one acquainted with and resident in the Provinces—which will be affected by proposed changes.

4. The plan of substituting Arabic and Sanskrit for vernacular languages in the higher examinations of the University has perhaps affected injuriously the study of the vernaculars by compelling our students to commence the study of these languages in preference to vernaculars, at an earlier age than was before usual (they commence these languages from the 4th Class of the School Department).

5. The discussion of this question is complicated by the difficulty of finding suitable books in the vernaculars (I speak more especially of Oordoo than Hindee which is less studied in this part of the country); and this introduces another subject that can be best discussed by Europeans and intelligent natives, conversant with educational questions, as they affect the natives of these provinces. The University of Calcutta discarded a book of Oordoo Extracts in 1865, which was complained of as containing grossly obscene passages. Yet I am told that selections from the poetical portion, which was the Mussnavi of Meer Hussun, might be read without moral injury to the student; and that the poem, from the high place it occupies in Oordoo poetical literature, ought not to be altogether discarded. The present book of Extracts in Oordoo retained for the last few years is not so objectionable; but some parts of the poetical portion are complained of, and they might be excised without injury to the whole.

6. Before students of our Anglo-vernacular schools can be prepared to pass the Entrance Examination in a vernacular, great changes will have to be effected in the course of study. These changes would certainly be with the majority of the students unpopular, are beset with many difficulties, and for a time would interfere with one of the most satisfactory points of the education we give.

7. The unpopularity of such changes would arise from their interfering with the acquirement of English; but this, inasmuch as our object is to educate and not merely to teach the English language, is not an objection which ought to have undue weight attached to it. The difficulties are such as would arise—(1), from half the class wanting to learn in Hindee and half in Oordoo, or there might be a small section using only Bengalee as their mother tongue; (2), from the inability of teachers not trained in our English schools to instruct simultaneously a large class.

8. The Vice-Chancellor's proposal that permission should be given to candidates to present themselves for the Entrance Exa-

mination through the medium of the vernaculars, and the plan of substituting Arabic and Sanskrit for English, seem to me worthy of trial. I suggest that those native gentlemen interested in the question should be invited to establish a school or schools for the preparation of such candidates. I believe the Head Master of the Mission Orphan School at Secundra would avail himself of such an opportunity of sending up his pupils to the University Entrance Examination.

9. I think it is questionable whether the knowledge of English possessed by a student who has passed the Middle Examination is sufficiently extensive and mature to enable him to translate an English book into a vernacular with clearness and correctness. I therefore think that we must look mainly to those who have completed the course for B. A. to produce translations in the vernacular. And I would suggest that some alternative mode of obtaining the M. A. degree, accompanied by an honorary certificate or further rewards, should be devised, which will directly or indirectly encourage writing of vernacular books.

10. There is no doubt that the awards of the University, as Sir William Muir asserts, are deprived in a measure of their value, and the influence of the University in promoting education is diminished by there being no public convocation for the conferring of degrees in these provinces.

11. I add some minor points which affect the question of the establishment of a new University, and are supposed to require consideration. There is great ignorance in these provinces of the plan of conducting the University Examination, and it is supposed by many that the looking over the papers of the entrance candidates exceeds the powers of the Examiners, and does practically, without impugning their conscientiousness, lead to unfairness. The appointment of two Examiners for each subject, who divide the papers of the candidates between them, must practically introduce another element of unfairness, since one will probably

be more strict in the award of marks, the other less so. Again, the mode of superintending the examinations in the Upper Provinces is not satisfactory to the students.

AGRA, } (Sd). C. E. VINES,
The 14th May 1870. } *Principal of St. John's College, Agra.*

Before writing out my views on the Lieutenant Governor's letter of 6th May 1869, and Mr. Bayley's minute on it, respecting alterations in parts of the system of the Calcutta University, and the means of extending the influence of that University in the North-Western Provinces, I have had the advantage of reading the collection of replies from educational and other officers in the North-Western Provinces, headed and partly summed up by Mr. Kempson's letter of 16th May 1870. In order to avoid repetition, I shall at times refer to these papers.

The questions on which opinions are called for are:—I., the establishment of some scheme for the representation of the North-Western Provinces in the Counsels of the Calcutta University; II, the holding of a convocation in Allahabad to grant degrees; III, the alteration in the curriculum of studies necessary to suit the intellectual aptitudes and requirements of students in the North-Western Provinces.

I.—On this subject considerable misunderstanding has arisen as to whether executive or deliberative authority is aimed at, or is needed, by the North-Western Provinces. This misunderstanding has chiefly turned on the use of the word Syndicate by Mr. Bayley. In the Lieutenant Governor's letter I find no reference to executive authority as being claimed or desired. He speaks of the North-Western Provinces as "not being represented in the Senate," but as "demanding a fair and effective representation in the Counsels of the University." He advises "the constitution of a branch of the Senate in these Provinces," and "delegation of authority for

North-Western Provinces Fellows to meet at Allahabad for the purposes of consultation and of advising the Senate in all matters regarding the North-Western Provinces." "Similarly the business of conducting the examination at Allahabad might be carried on by this Branch of the Senate, on whose report the Senate would proceed to grant its degrees."

The Vice-Chancellor appears to me to misconceive the gist of these opinions. He says "the Lieutenant Governor's proposal amounts to the virtual creation of a Branch Syndicate at Allahabad for purposes of consultation,—and also for the virtual conduct of examinations at Allahabad," and he goes on to say, "to give a purely local body any degree of authority, specially in reference to local matters, would very materially impair the uniformity of action, which is essential to the success of an University." Here he clearly refers to executive authority.

In the collected papers the divergence thus created becomes wider. Mr. H. S. Reid distinctly says that "a Syndicate is not an advising but an executive body," and Messrs. Deighton and others distinctly oppose the creation of a Branch Syndicate on these grounds. They show most convincingly that if its functions were to prescribe the subjects for examination, to establish the standard, and to fix the system of marking, great evil would follow, two standards would be fixed, and the smaller and provincial body would adopt the inferior one. If I thought that Sir William Muir had such an institution in his mind, I should oppose it as vigorously as they do.

But Mr. Kempson shews that under the bye-laws of the University, the Syndicate takes the initiative in deliberation and discussion, and I think the extracts I have given above prove clearly that Sir William Muir's object is to create a body with powers of that description, not executive, but consultative. Such a proposal I heartily support, and I think the creation of it is very feasible. The number of North-Western Provinces Members of the Senate

has lately been very much increased, and many of them are, at least for part of the year, resident in or near Allahabad. It would be easy for them to meet there and to discuss such subjects as are presented for their consideration. This plan seems to me in every way preferable to the isolated minutes contemplated by Mr. Bayley. The collective voice of the Branch Senate would carry more weight than the voices of separated Members,—the counsels given would be more uniform and more digested. To those who could not attend, notices of the debated topics might be circulated, and they would probably send their views as readily to the Branch Senate at Allahabad as to the Senate at Calcutta. But no executive authority would be usurped by the Branch Senate, and no alteration in the curriculum made except such as they could persuade the Senate to consent to.

II.—The principle of a separate convocation is agreed to on all sides, and there is a general expression of feeling that the effect would be improved if the Lieutenant Governor were to confer the degrees. I may note that as the Vice-Chancellor is not unfavourable to the idea of his powers being conferred on some substitute during his absence from Calcutta, so there would be nothing anomalous in their being conferred on the Lieutenant Governor for the purposes of holding convocations at Allahabad.

III.—It is important to keep separate the three different subdivisions of this head. They are—(1), the increased weight to be given to oriental studies in the University examinations; (2), the use of the vernacular as a vehicle; (3), the creation of a vernacular literature. The third is the offspring of the other two. It is still only in the future; the others are present and practical.

There is a little danger in vague talk about "popular feeling" and "public opinion" in the matter of education, and it is safer to be rigidly accurate in stating what we believe to be the objects aimed at.

We must divide our students into two classes, those who study for the sake of an appointment, and those who study for the love of knowledge. The latter are few enough, and of these the great majority prefer to study the oriental classics.

For these, as Mr. Deighton remarks, the Lahore University exists. But if (believing that a purely oriental education is barren and unsatisfying in its results) we wish to retain a hold upon them, we must do it by effecting a compromise; they must give more time to English, we must allow more weight to oriental classics.

Further, among those who study for the sake of an appointment, there are many who do not require great proficiency in English. The Bengal standard of English is very much higher than the North-Western Provinces; even among our English Clerks the Bengalis are very much more accomplished as speakers and writers of English than the Hindustanis; and consequently a less high standard of proficiency is desiderated by the latter.

These then are the two classes of men whose wants we should, I think, try to meet, and both would be met by the proposal of the Lieutenant Governor that English should cease to be a subject of examination after the F. A. The Hindustani in search of employment would by that time have acquired as much English as he would require for the ordinary purposes of life, and could take his B. A. degree in a subject more easy to acquire. The student in search of learning would have acquired as much English as would serve him for a vehicle by which to utilise the knowledge of the West, and might devote all his time to the study of his classics. The Vice-Chancellor's proposal to omit English from the Entrance, and retain it for the later Examinations, seems to me not to meet the difficulty. We have not here to do with boys who have grown up untrained, and who are shut out from the gates of learning by ignorance of a foreign language which they would soon acquire if once admitted: our students have been learning for years, and (at present at least) through an English

vehicle for the most part: so that a small knowledge of English at first is more discreditable than the want of high proficiency in it later on.

2. The possession of a vernacular vehicle will undoubtedly be a great benefit; the difficulties of learning must be greatly increased by learning in a foreign tongue. But for the present the matter is the less urgent, because in every branch of study, except Mathematics and Geography, the vehicle has yet to be created. Mr. Kempson proposes to add History to the list of subjects that may be taken up in either language, but I believe that as yet very little good history has been translated. Manuals there are in abundance, but to translate a really philosophical History would be, I should think, as hard as to translate Metaphysics or Philosophy. I should therefore advocate the examination in Mathematics and Geography only being ambilingual for the present, but as any subject accreted to itself a complete vernacular apparatus, the Senate should be prepared to add it to the list.

3. The prospect of creating a large and solid vernacular literature, pure in style, advanced in thought, capable of conveying Western discovery and speculation to the literate of the East, seems to me a far off adorable dream. It is one we are bound to strive to realise, if only we can find the way; but it hardly enters among the pressing necessities of the practical present. How to attain it is a matter of obscure and abstruse speculation, and probably if ever attained, it will be by a road that no one now could hit upon. No nation has ever done for another that which it is here proposed that we should do for India. Precedents fail us. To estimate "the probable future of the intellectual classes" would require another Mill or another De Tocqueville.

At all events it seems pretty clear to me that it is not to the men, whose tendencies towards oriental literature we are aiming to foster, that we must look for the solution of this problem. It is a question of the direction of thought, rather than of facility

with the pen. The Moulvies and Pundits whom we wish to get hold of, and penetrate with a modicum of English teaching, may yield to us so far, but the bent of their minds will be to orientalism; and though they may become the fittest and most capable men to translate Whewell, or Lyell, or Tennyson, or Mill, they will be the most unlikely. The question of style I would leave pretty much alone in this discussion, or rather as it is argued that training in Greek and Latin teaches a man to write English as a scholar, so among Hindoos an accomplished English scholar, with his mind stored with the learning of Europe, will be sure to write his own language without solecisms and without inelegance.

This object then seems to me more connected with the question of the general progress and possible future of India than with that of the arrangement of the University course and the subjects for examination. Enough for us if we can succeed in making the higher education more palatable, in spreading our net wider, and if without lowering the standard of a University Degree, we can attract more pupils to it through a course of study which shall at once be sound and congenial to their pre-possessions.

C. A. ELLIOTT.

The 6th June 1870.

MINUTES

OF

THE SYNDICATE

FOR THE YEAR 1870-71.

No. 3.

The 27th August.

Present:

COL. NICOLLS, *in the Chair.*
DR. EWART.
MR. SUTCLIFFE.

25. Read letter from the President of the Faculty of Arts, appointing Mr. Sutcliffe, under Clause 4 of the Regulations for the Syndicate, to act for him as a Member of the Syndicate during his temporary absence from Calcutta.

ORDERED :—To be recorded.

26. Read letter, dated 10th August, from the Executors of the Estate of the late Prosunno Coomar Tagore, stating that they are not yet in a position to make over to the University Government Securities producing an annual income of Rs. 12,000.

ORDERED :—To be recorded.

27. Read letter, No. 3850 of 19th August, from the Government of India, approving of the course adopted by the University to prevent any misunderstanding of the rule of age for matricula-

with the pen. The Moulvies and Pundits whom we wish to get hold of, and penetrate with a modicum of English teaching, may yield to us so far, but the bent of their minds will be to orientalism; and though they may become the fittest and most capable men to translate Whewell, or Lyell, or Tennyson, or Mill, they will be the most unlikely. The question of style I would leave pretty much alone in this discussion, or rather as it is argued that training in Greek and Latin teaches a man to write English as a scholar, so among Hindoos an accomplished English scholar, with his mind stored with the learning of Europe, will be sure to write his own language without solecisms and without inelegance.

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ORDERED :—To be recorded.

27. Read letter, No. 3850 of 19th August, from the Government of India, approving of the course adopted by the University to prevent any misunderstanding of the rule of age for matricula-

tion; and stating that His Excellency in Council awaited the further report promised in para. 3 of letter, No. 26 of 30th July, from this Office.

ORDERED:—

That the consideration of the report now called for be postponed till the return of the Vice-Chancellor to Calcutta.

28. Read letter, dated 18th August, from guardians of pupils studying for the Entrance Examination, representing that the present rule of age for matriculation "is the cause of great hardship to many, and tends to foster a deplorable evil," and requesting that the Senate may be moved to abolish the rule.

ORDERED:—

That the application be brought up for consideration on the return of the Vice-Chancellor to Calcutta.

29. The Registrar laid before the Syndicate a copy of the proceedings of a meeting of the Senate of the Punjab University College on the 4th July 1870.

ORDERED:—To be recorded.

30. The Registrar laid before the Syndicate the following correspondence:—

(1). Letter, No. 21 of 6th July, from the Registrar to the Revd. Mr. Vines, Principal of St. John's College, Agra, requesting an explanation of the following statement made by him in a Minute, No. 12 of 14th May, submitted to the Lieutenant Governor of the North-Western Provinces:—

"Again the mode of superintending the Examinations in the Upper Provinces is not satisfactory to the students."

(2). Letter from the Revd. Mr. Vines, of 28th July, to the Registrar, in reply.

(3). Letter, No. 30 of 6th August, from the Registrar to the Director of Public Instruction, North-Western Provinces, forwarding copy of correspondence between the Registrar and Mr. Vines.

(4). Letter, No. 578 of 13th August, from the Director of Public Instruction, North-Western Provinces, to the Registrar.

(5). Letter, No. 137 of 23rd August, from Mr. Deighton, Principal of the Agra College, to the Registrar, forwarding a copy of his letter, No. 136 of 22nd August, to Mr. Kempson.

ORDERED :—

That the Director of Public Instruction in the North-Western Provinces be requested to forward to the Syndicate the replies of the Principals of the Colleges at Benares, Bareilly, and Ajmere, to the complaints made by Mr. Vines, and that on the receipt of these the entire correspondence be brought up for consideration.

(Confirmed). J. SUTCLIFFE,

J. E. T. NICOLLS, *Registrar.*

Chairman.

MINUTES

OF

THE SYNDICATE

FOR THE YEAR 1870-71.

No. 4.

The 29th October.

Present :

THE REVD. DR. OGILVIE, *in the Chair.*

" " K. M. BANERJEA.

COLONEL J. E. T. NICOLLS.

DR. EWART.

MR. SUTCLIFFE.

31. It was ordered that the following estimate of receipts and expenditure for the year 1871-72 be forwarded to the Accountant General :—

Estimate of the probable expenditure of the University for the year 1871-72, *as compared with the two previous years.*

Number.				Actual			Estimate.					
1869-70.	1870-71.	1871-72.	ALLOWANCE TO EXAMINERS.	1869-70.			1870-71.			1871-72.		
			ARTS.									
			Entrance Examination.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
4	4	4	English	2,495	0	0	2,750	0	0	2,900	0	0
4	4	4	Bengali and Sanscrit	2,000	0	0	2,075	0	0	2,150	0	0
4	4	4	History and Geography	2,495	0	0	2,750	0	0	2,900	0	0
4	4	4	Mathematics	2,495	0	0	2,750	0	0	2,900	0	0
			First Arts and B. A. Examinations.									
2	2	2	English	2,290	0	0	2.290	0	0	2,290	0	0
2	2	2	Sanscrit	2,095	0	0	2,290	0	0	2,140	0	0
2	2	2	History	2,290	0	0	2,290	0	0	2,290	0	0
2	2	2	Mathematics and Natural Philosophy	2,290	0	0	2,290	0	0	2.290	0	0
2	2	2	Mental and Moral Science...	2,290	0	0	2,290	0	0	2,290	0	0
2	2	2	Physical Science	600	0	0	600	0	0	600	0	0
			Carried over ...	21,340	0	0	22,375	0	0	22,750	0	0

Estimate of the probable expenditure of the University for the year 1871-72, *as compared with the two previous years,*—continued.

Number.				Actual.			Estimate.					
1869-70.	1870-71.	1871-72.		1869-70.			1870-71.			1871-72.		
				Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
			Brought forward ...	21,340	0	0	22,375	0	0	22,750	0	0
			Entrance, First Arts, and B. A. Examinations.									
2	2	2	Greek and Latin	600	0	0	600	0	0	600	0	0
1	1	1	Hindi and Oorya	100	0	0	100	0	0	100	0	0
0	1	1	Burmese	.....			100	0	0	100	0	0
2	2	2	Arabic, Persian, and Urdu...	600	0	0	600	0	0	600	0	0
			Honors in Arts	1,800	0	0	2,400	0	0	2,400	0	0
			LAW.									
2	2	2	Pass Examinations	1,117	0	0	1,360	0	0	1,180	0	0
0	2	2	Honors in Law	.....			300	0	0	300	0	0
			MEDICINE.									
6	6	6	L. M. S. and B. M. Examinations	3,600	0	0	3,600	0	0	3,600	0	0
2	6	6	Honors in Medicine	300	0	0	900	0	0	900	0	0
0	5	5	M. D. Examination	.....			750	0	0	750	0	0

4		**ENGINEERING.**			
		L. C. E. and B. C. E. Examinations	1,300 0 0	1,600 0 0	1,600 0 0
		M. C. E. Examination	.. ..	600 0 0	600 0 0
		Medical Scholarships, @ Rs. 16 ..	.. ..	960 0 0	.. ...
		Ditto „ „ 40	1,000 0 0	1,960 0 0	1,360 0 0
		Ditto „ „ 32	.	1,920 0 0	2,144 0 0
		Ditto „ „ 60	1,440 0 0	2,940 0 0	2,760 0 0
		MEDALS.			
		Gold and Silver Medals and Prizes	297 10 6	2,000 0 0	2,000 0 0
		PUBLICATIONS.			
		Minutes of the Senate	608 3 0	625 0 0	625 0 0
		Calendar	300 0 0	300 0 0	300 0 0
		Printing, Advertisement, and Sundries... ...	5,768 13 2	6,000 0 0	6,000 0 0
		ESTABLISHMENT.			
		Registrar	3,600 0 0	3,600 0 0	6,000 0 0
		Clerks, Messengers, Duftery, Bearer, and Durwan	1,668 0 0	1,668 0 0	1,668 0 0
		Office Rent	1,200 0 0	1,200 0 0	1,200 0 0
		TOTAL ...	46,639 10 8	58,458 0 0	59,537 0 0

Estimate of the probable receipts of the University for the year 1871-72, *as compared with the two previous years.*

Number.			Receipts.	Actual.			Estimate					
Actual.	Estimate.											
1869-70	1870-71	1871-72		1869-70.			1870-71.			1871-72.		
				Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
1,730	1,900	2,000	Entrance Examination	17,300	0	0	19,000	0	0	20,000	0	0
520	550	550	First Examination in Arts	10,400	0	0	11,000	0	0	11,000	0	0
210	180	180	B. A. Examination	6,300	0	0	5,400	0	0	5,400	0	0
32	20	30	M. A. and Honor Examinations	1,600	0	0	1,000	0	0	1,500	0	0
113	140	120	B. L. and L. L. Examinations	3,320	0	0	4,100	0	0	3,500	0	0
68	80	100	L. M. S. and B. M. Examinations	480	0	0	850	0	0	1,000	0	0
8	10	10	L. C. E. and B. C. E. Examinations	205	0	0	250	0	0	250	0	0
			Contribution to the Gown Fund ...	100	0	0	100	0	0	100	0	0
			Sale of University Publications	886	3	9	100	0	0	100	0	0
			Fees for Duplicate Certificate	20	0	0	20	0	0	20	0	0
			Fine	10	0	0						
			Total ...	40,621	3	9	41,820	0	0	42,870	0	0

32. The under-mentioned gentlemen were appointed to conduct the next Examination in Law:—

Mr. Phillips.
„ Goodeve.

33. Read letter from Captain Holroyd, Director of Public Instruction, Punjab, recommending that Mooltan be struck off from the list of stations for holding an Entrance Examination.

ORDERED :—

That Mooltan be struck off from the list.

34. Read letter, No. 4209 of 16th September, from the Government of India, forwarding copy of the Regulations for the Examination of Candidates for the Indian Civil Services.

ORDERED :—

To be recorded.

35. In consequence of the departure of Mr. A. W. Croft from India, Mr. Nesfield was appointed an Examiner in Mental and Moral Philosophy for the year 1870-71.

36. Read again letter, dated 28th July 1870, from the Reverend C. E. Vines, Principal of St. John's College, Agra, to the Registrar.

Read letter, No. 38 of 20th September, from the Registrar to the Reverend C. E. Vines.

Read letter, dated 1st October, from the Reverend C. E. Vines to the Registrar.

RESOLUTION.—The Syndicate observe that Mr. Vines in his letter of 1st October withdraws the charge against local Superintendents of the University Examinations in the North-Western Provinces and Punjab of generally disregarding the instructions issued for their guidance, and attributes the causes of complaints which have reached him rather to the strict observance of the

instructions which are issued by the University. The Syndicate are of opinion that it is neither necessary nor desirable to modify the instructions to local Superintendents of Examinations in the manner suggested by Mr. Vines, and they desire to express their full confidence in the gentlemen to whom the management of the local Examinations is now entrusted.

ORDERED :—

That a copy of this Resolution be forwarded to the Director of Public Instruction in the North-Western Provinces and Punjab, and also to Mr. Vines.

37. Read letter, No. 848 of 19th September, from the Director of Public Instruction, North-Western Provinces, stating that the Principal of the Agra College is the proper Officer to be entrusted with the conduct of the B. A. Examination at Agra, and that this Officer is willing to undertake the duty if the same powers are conferred on him as in the case of the Entrance and First Arts Examinations.

ORDERED :—

That the B. A. Examination at Agra be placed under the charge of the Principal of the Agra College, with the same powers as in the case of the Entrance and First Arts Examinations.

38. Read letter, No. 221 of 27th October, from the Principal of the Queen's College, Benares, applying for the affiliation of Queen's College in Law from 1st January 1871.

ORDERED :—

That the application be submitted at the next meeting of the Syndicate.

39. The Registrar reported that he had made a further investment of fund, *viz.*, Rs. 2,500, on account of the Premchand Endowment, and Rs. 500 on account of the Duff Memorial, in 4 per cent. Securities as per following memorandum :—

Memorandum of Purchase Account, Premchand Roy Chand Fund.

1870.	Rs.	A.	P.	Rs.	A.	P.
Sept. 6th.						
6-4 ————of 1854-55 ...	1,000	0	0			
Interest from 30th June 1870 to 6th September 1870, being 2 months 6 days, at 4 per cent.	7	5	4			
	1,007	5	4			
Less discount on ditto at 2-8 per cent. ...	25	2	11			
				982	2	5
Sept. 8th.						
6-4 No. 012238-20887 of 1854-55	1,000	0	0			
Interest from 30th June 1870 to 8th September 1870, being 2 months 8 days, at 4 per cent.	7	8	10			
7-4 No. 18045 of 1865 ...	500	0	0			
Interest from 1st November 1869 to 8th September 1870, being 10 months 7 days, at 4 per cent.	17	0	10			
	1,524	9	8			
Less discount on Rs. 1,524-9-8, at 2-8 per cent.	37	13	10			
	1,486	11	10			
Commission at ¼ per cent.	6	4	0			
				1,492	15	10
				2,475	2	3

Duff Memorial Fund.

6-4 ————of 1854-55 for Rs.	500	0	0
Interest from 30th June to 6th September 1870, being 2 months 6 days, at 4 per cent.	3	10	8
	503	10	8
Discount on ditto at 2-8 per cent. ...	12	9	5
	491	1	3
Commission at ¼ per cent.	1	4	0
	492	5	3

(Confirmed)

J. OGILVIE, *Chairman.*

J. SUTCLIFFE, *Registrar.*

MINUTES

OF

THE FACULTY OF LAW

FOR THE YEAR 1870-71.

No. 2.

The 12th November.

Present:

THE HON'BLE THE PRESIDENT, *in the Chair.*
" " MR. MARKBY.
" " " DWARKANATH MITRA.
MR. A. P. HOWELL.
" COWELL.
BABOO JAGADANANDA MOOKERJEA, RAI BAHADOOR.
" ANUKUL CHUNDER MOOKERJEA.

40. Read the following Report of the Sub-Committee appointed by the Faculty of Law on the 23rd July :—

Report of the Sub-Committee appointed by the Faculty of Law on 23rd July.

The Sub-Committee appointed to report on Mr. Markby's minute have considered the same, and find that two principal suggestions are therein contained.

First.—To extend the period which is to elapse between the B. A. and B. L. Examinations.

Secondly.—To re-model the list of subjects and papers to be set in the Examination, and to abolish the list of text-books.

With regard to the first of these questions, it was clearly intended by Clause 2 of the Regulations for the Degree of B. L., that the course should be a three years' one. The subjects of Examination were framed accordingly, and they are so dealt with by the lecturers in the Presidency and other Colleges. But in reality only one year is generally devoted to the study of law. The attendance at the lectures during the first two years is almost nominal; the whole work of the very large majority of law students being devoted to preparation for their Examination in Arts.

There is no doubt that this state of things is most undesirable. The lecturers are embarrassed with a very large class of pupils, of whom little more than one-third are pursuing the subjects on which the lectures are delivered. The students are forced to attend law lectures at a time when they do not want them, and when they take up the subjects in earnest, two years of the course of lectures are already completed.

We think the proposition merely to remove the B. L. Examination one year further from the B. A. Examination, would not fully meet the evil. The first year of the Law Course would still coincide with the last year of the Arts Course, and might as well be omitted altogether. Students on the eve of one Examination would not take up the subjects of another.

We think the principle which has been already affirmed by the resolutions of the Faculty of the 18th April 1868, is undoubtedly correct, namely, that the Law Course should be completely separated from that of Arts. But upon the whole we recommend the course should not extend beyond two years. Looking to things as they really are, and not as they appear upon paper, that will be, for the large majority of students, twice as much time as is now given to law, and a total course of six years in the University is, we think, as much as we can require.

Secondly, as to the lists of subjects, text-books, and papers for Examination.

These are three different modes of prescribing to students the course of study they are to follow; but the first is of course that which must govern the other two.

The important practical question raised for our consideration as regards the first list, is, whether we should reduce the subjects for Examination by omitting (1) the law of evidence, (2) the English law of real property.

The question of the law of evidence is one of undoubted difficulty. The technical rules of English evidence are not, as a whole, adopted, and it has been held by the highest authority that they ought not to be adopted by the mofussil courts in India. But many of them have been adopted, and some of them are established in a modified form by Act II of 1855. Besides this, much of what is taught under the head of evidence is not mere technical rules, but principles upon which inquiry into questions of fact should be conducted. The last topic is one of the greatest importance. Unfortunately the text-writers on evidence in India (Mr. Norton and Mr. Goodeve) have devoted a considerable portion of their works to those portions of the English law of evidence which can hardly be said to prevail in the mofussil, and as treatises on what may be called the science of judicial investigation, their works are not equal to that of Best, and far inferior to that of Bentham. Taylor's work is a very useful digest on a variety of subjects for the English lawyer, but is as little suited to be put into the hands of an Indian law student as a book can well be. It is in contemplation to pass an Act which will more clearly define the law of evidence in India, and when that is done, the subject will perhaps be more easy to deal with. In the meantime we are not prepared altogether to discard it, but we have attempted so to describe it in the list as to indicate in what manner we think it ought to be taught.

With regard to the English law of real property, we think it ought to be altogether excluded. It now occupies even a larger

space in the course in reality than it does in appearance. It forms the principal subject of the lectures of the second year in the Presidency College. It almost invariably covers a very large portion of one of the papers in the examination. The questions upon it can nearly always be answered out of Williams' Real Property, a book of moderate dimensions and not very expensive. The consequence is, we believe, that a very large portion of the student's time is now spent in getting off Williams' work by heart.

On the other hand, the whole of the Hindu and Mahomedan law of property and succession is placed by the lecturers at the Presidency College with a mass of other subjects in the third year of the course; and in so dealing with these important topics, they are acting in perfect accordance with the relative space devoted to them in the Examination. It is true that there was last year a marked change in the Examination in this respect: but as there was nothing to indicate that it would take place, it must have taken the students wholly by surprise, and there is no reason to suppose that what has hitherto been the normal condition of things will not be resumed, and the English law of real property be restored to its former place in the Examination.

Looking to the short time it is possible for students to devote to English legal education,—to the practical character which the University has determined to give to the course of legal studies,—to the very superior practical importance, in points where they differ, of the Hindu and Mahomedan law of immoveable property over the English,—to the extreme difficulty and isolation of the English real property law, based as it is, on a peculiar combination of the feudal system and the doctrines of the English Court of Chancery, we think that it will be desirable to exclude English law, so far as it relates to real property, altogether from the course. We do not at all mean to say that by a study of this portion of English law an Indian law student's time is wholly thrown away. The profound study of a system which has been produced by several generations

of men of great skill and learning could not be so; but such a study for the very large majority of our students would be of purely speculative and scientific interest, and would occupy more time than we think they can spare from subjects more immediately connected with the law which they will have to administer. Studied as we believe it now to be, with a very imperfect conception of its principles, we think it altogether useless. It is in fact impossible in a course of two years to teach the whole of the English, Hindu, and Mahomedan law, and we think that the English law of real property ought to give way to subjects which have an incomparably wider field of application.

Of course we do not propose in any way to disturb that very large portion of English law comprised in the course, such as the law of contracts, and the law which governs redress for injuries other than breaches of contract, which is of application in this country. We propose to leave the course in this respect precisely as before.

With regard to the list of books, it obviously requires modification. It was not (as the heading indicates) intended to be permanent, and the records of the Faculty show that it was contemplated to change it pretty frequently. Nevertheless no change has been made, and the result is, that the present list of books is practically a dead letter.

We think that a list of books can hardly be dispensed with, especially for the mofussil students, but we think that the preparation of this list is a matter of detail which can be better dealt with by a permanent Sub-Committee of the Faculty similar to that which already exists for a similar purpose in the Faculty of Arts.

At the same time, in order to provide effectually that the defined course of legal instruction shall not be departed from without the sanction of the University, we have set out the subjects for Examination a little more at length. No alteration is thereby made in the course, but the subjects directed and ordinarily taught are stated a little more in detail.

The list of papers for Examination has been slightly altered to meet the alterations in the list of subjects.

With regard to the L. L. Degree, the Regulations for which would require modifications corresponding to those which we recommend for the B. L. Examination, we think that the best plan would be to abolish it altogether.

It was, we believe, established in order to create a qualification for Mofussil Pleaderships, but it is entirely useless for that purpose as the High Court has established its own Examination. It does not exist in Madras or Bombay, and it does not appear to be much sought after here; the total number of L. L. Degrees conferred by the University amounting to only 86 in ten years.

We propose that the Regulations for the Examination for the Degree of B. L. should stand as follows:—

1. [As now.]

2. Any graduate of the University may be admitted to the Examination, provided that he has prosecuted a regular course of study in a school of law recognized by the Syndicate for not less than two academical years, after passing the B. A. Examination.

3. [As now.]

4. [As now.]

5. The Examination shall be written and oral.

6. Every candidate shall be examined in the following subjects:—

The Principles of Jurisprudence.

The History and Constitution of the Courts of Law and Legislative Authorities in India.

The Land Tenures of Bengal and the Revenue Laws.

The Law of Mortgage, Registration, Limitation, and Prescription.

The Hindu and Mahomedan Law in general use and application, as modified by the Acts and Regulations of the Bengal Code.

The Law of Contracts and Torts.

The Principles of Judicial Inquiry in Matters of Fact, and the Rules of Evidence in use in the Mofussil Courts.

Criminal Law and Criminal and Civil Procedure.

7. Six papers shall be set at the Examination, and the subjects shall be distributed in the following manner:—

1. The Principles of General Jurisprudence, and Legal History and Constitution.

2. The Land Tenures in Bengal; the Revenue Laws; the Law of Mortgage, Registration, Limitation, and Prescription.

3. The Hindu and Mahomedan Law.

4. The Law of Contracts and Torts.

5. Civil Procedure and Evidence.

6. Criminal Law and Criminal Procedure.

8. [As 6 stands now.]

W. MARKBY.

DWARKANATH MITRA.

The 3rd September 1870.

Read also a minute by Baboo Trailokyanath Mitra, Law Lecturer of the Hooghly College.

After a careful consideration of the suggestions of the Sub-Committee, the Faculty recommended for the sanction of the Syndicate and Senate—

(1). That the Regulations for the Licence in Law be abolished.

(2). That in lieu of the present Regulations for the Examination for the Degree of B. L., the following be substituted:—

1. An Examination for the Degree of Bachelor in Law shall be held annually in Calcutta, and shall commence in the first week in January.

2. Any graduate of the University may be admitted to the Examination, provided that he has prosecuted a regular course of study in a school of law recognised by the Syndicate for not less than three academical years, two of which shall be after passing the B. A. Examination.

3. Every candidate for admission to the Examination shall send his application with a certificate in the form entered in Appendix A to the Registrar at least fourteen days before the date fixed for the commencement of the Examination.

4. A fee of thirty rupees shall be payable by each candidate. No candidate shall be admitted unless he shall have paid this fee to the Registrar. A candidate who fails to pass or present himself for Examination shall not be entitled to claim a refund of the fee. A candidate may be admitted to one or more subsequent Examinations on payment of a like fee of thirty rupees on each occasion.

5. The Examination shall be written and oral.

6. Every candidate shall be examined in the following subjects :—

The Principles of Jurisprudence.

The Theory and Law of Property.

The Law relating to Persons in their public and private capacities.

The History and Constitution of the Courts of Law and Legislative Authorities in India.

The Land Tenures of Bengal and the Revenue Laws.

The Law of Mortgage, Registration, Limitation, and Prescription.

The Hindu and Mahomedan Law in general use and application, as modified by the Acts and Regulations of the Bengal Code.

The Law of Contracts and Torts.

The Principles of Judicial Inquiry in Matters of Fact, and the Rules of Evidence in use in Mofussil Courts.

Criminal Law and Criminal and Civil Procedure.

7. Six papers shall be set at the Examination, and the subjects shall be distributed in the following manner :—

1. The Principles of General Jurisprudence; the Theory and Law of Property; the Law relating to Persons in their public and private capacities, Legal History, and Constitution.

2. The Land Tenures in Bengal; the Revenue Laws; the Law of Mortgage, Registration, Limitation, and Prescription.

3. The Hindu and Mahomedan Law.

4. The Law of Contracts and Torts.

5. Civil Procedure and Evidence.

6. Criminal Law and Criminal Procedure.

8. As soon as possible after the Examination, the Syndicate shall publish a list of the successful candidates arranged in two divisions, each in order of merit. The first student of the first class shall receive a gold medal, provided that he is considered by the Examiners to have evinced sufficient merit. The Syndicate shall be at liberty to award one or more special prizes, if they deem it expedient.

41. The Faculty concurred with the Syndicate in recommending for the sanction of the Senate the addition of the following clause to the present Regulations for Honors in Law :—

A fee of one hundred rupees shall be payable by each candidate. No candidate shall be admitted unless he shall have paid this fee to the Registrar. A candidate who fails to pass or present himself for Examination shall not be entitled to claim a refund of the fee.

J. SUTCLIFFE,

Registrar.

(Confirmed)

JOHN P. NORMAN,

President.

MINUTES

OF

THE SENATE

FOR THE YEAR 1870-71.

No. 1.

The 26th November.

Present:

THE VICE-CHANCELLOR, *in the Chair.*
THE HON'BLE MR. NORMAN.
THE HON'BLE MR. MARKBY.
THE HON'BLE SIR RICHARD TEMPLE.
BABOO RAMCHANDRA MITRA.
BABOO KHETTER MOHUN CHATTERJEA.
THE REVD. K. M. BANERJEA.
MR. ATKINSON.
DR. EWART.
MR. TAWNEY.
MR. SANDERS.
COLONEL NICOLLS.
MR. WOODROW.
BABOO RAJENDRALAL MITRA.
BABOO JUGGODANUND MOOKERJEA, RAI BAHADOOR.

40. The Senate proceeded to consider the changes in the Regulations in Law which the Syndicate and the Faculty of Law had recommended.

It was moved by Mr. Justice Markby, and seconded by the Officiating Chief Justice,—

That the Regulations for the License in Law be abolished.

Carried unanimously.

It was moved by Mr. Justice Markby, and seconded by Baboo Juggodanund Mookerjea,—

That, in lieu of the present Regulations for the Examination for the Degree of B. L., the following be substituted :—

1. An Examination for the Degree of Bachelor in Law shall be held annually in Calcutta, and shall commence in the first week in January.

2. Any graduate of the University may be admitted to the Examination, provided that he has prosecuted a regular course of study in a school of law recognized by the Syndicate for not less than three academical years, two of which shall be after passing the B. A. Examination.

3. Every candidate for admission to the Examination shall send his application, with a certificate in the form entered in Appendix A, to the Registrar at least thirty days before the date fixed for the commencement of the Examination.

4. A fee of thirty rupees shall be payable by each candidate. No candidate shall be admitted, unless he shall have paid this fee to the Registrar. A candidate, who fails to pass or present himself for Examination, shall not be entitled to claim a refund of the fee. A candidate may be admitted to one or more subsequent Examinations on payment of a like fee of thirty rupees on each occasion.

5. The Examination shall be written and oral.

6. Every candidate shall be examined in the following subjects :—

The Principles of Jurisprudence.

The Theory and Law of Property.

The Law relating to Persons in their public and private capacities.

The History and Constitution of the Courts of Law and Legislative Authorities in India.

The Land Tenures of Bengal and the Revenue Laws.

The Law of Mortgage, Registration, Limitation, and Prescription.

The Hindu and Mahomedan Law in general use and application, as modified by the Acts and Regulations of the Bengal Code.

The Law of Contracts and Torts.

The Principles of Judicial Inquiry in matters of Fact, and the Rules of Evidence in use in the Mofussil Courts.

Criminal Law and Criminal and Civil Procedure.

7. Six papers shall be set at the Examination, and the subjects shall be distributed in the following manner :—

1. The Principles of General Jurisprudence, the Theory and Law of Property; the Law relating to Persons in their public and private capacities; and Legal History and Constitution.

2. The Land Tenures in Bengal; the Revenue Laws; the Law of Mortgage, Registration, Limitation, and Prescription.

3. The Hindu and Mahomedan Law.

4. The Law of Contracts and Torts.

5. Civil Procedure and Evidence.

6. Criminal Law and Criminal Procedure.

8. As soon as possible after the Examination, the Syndicate shall publish a list of the successful candidates arranged in two divisions, each in order of merit. The first student of the first class shall receive a Gold Medal, provided that he is considered by the Examiners to have evinced sufficient merit. The Syndicate shall be at liberty to award one or more special prizes, if they deem it expedient.

Carried unanimously.

It was moved by Mr. Sutcliffe and seconded by Mr. Atkinson,—

That the following clause be added to the present Regulations for Honors in Law :—

A fee of one hundred Rupees shall be payable by each candidate. No candidate shall be admitted unless he shall have paid this fee to the Registrar. A candidate who fails to pass or present himself for Examination, shall not be entitled to claim a refund of the fee.

Carried unanimously.

J. SUTCLIFFE,

Registrar.

(Confirmed)

E. C. BAYLEY,

Vice-Chancellor.

MINUTES

OF

THE SYNDICATE

FOR THE YEAR 1870-71.

No. 5.

The 17th December.

Present:

MR. ATKINSON, *in the Chair.*

THE REVD. K. M. BANERJEA.

DR. EWART.

MR. SUTCLIFFE.

41. Read letter from the President of the Faculty of Arts, appointing Mr. Sutcliffe, Officiating Member of the Syndicate during the temporary absence of the Revd. Dr. Ogilvie.

ORDERED :—

To be recorded.

The Registrar was instructed as to the gratuitous distribution of copies of the Tagore Law lectures to individuals and institutions in India and England, and directed to submit a list at the next meeting showing how many copies had been distributed.

43. Read Proceedings of a Meeting of the Senate on 26th November to amend the Regulations in Law.

44. Read letter No. 677 of 10th December, from the Government of India, conveying the approval of the Governor General in Council of the amended Regulations in Law sanctioned by the Senate on the 26th November.

ORDERED :—

That the amended Regulations be published in the *Gazette*, and that a copy of them be circulated to the Heads of Institutions affiliated in law for information and guidance, with an intimation that they will take effect from 1st January 1871.

45. The following Members of the Faculty of Law were appointed a Sub-Committee for selecting Text books in Law :—

The President of the Faculty.

Mr. Justice Markby.

„ Justice Dwarkanath Mitter.

„ Cowell.

„ Marindin.

„ Whitley Stokes.

46. Read an application from the Principal of Queen's College, Benares, for the affiliation of that Institution in Law.

ORDERED :—

That the affiliation be recommended for the sanction of the Governor General in Council from 1st January 1871.

47. Read letter No. 668 of 3rd December, from the Government of India, appointing the under-mentioned gentlemen to be Fellows of the University :—

The Hon'ble G. C. Paul.
The Hon'ble C. A. Turner.
The Hon'ble R. Spankie.
J. W. Sherer, Esq., C. S. I., C. S.
H G. Keene, Esq., C. S.
H. Bell, Esq., C.S.
J. D. Sandford, Esq., M. A., C. S.
Surgeon J. C. Brown, C. B.
Surgeon J. M. Cuningham, M. D.
Henry Templeton, Esq.
R. Thwaytes, Esq., M. A.
S. Lobb, Esq., M. A.
K. Deighton, Esq., B. A.
A. S. Harrison, Esq., B. A.
C. B. Clarke, Esq., M. A.
The Revd. T. V. French, M. A.
Baboo Mohendro Lall Sircar, M. D.
,, Kanailall Dey.

ORDERED :—

That the new Fellows be distributed amongst the Faculties as follows :—

J. W. Sherer, Esq, C. S. I., C. S. H. G. Keene, Esq., C. S. J. D. Sandford, Esq., M. A., C. S. Henry Templeton, Esq. R. Thwaytes, Esq., M. A. S. Lobb, Esq., M. A. K. Deighton, Esq., B. A. A. S. Harrison, Esq, B. A.	Faculty of Arts.

C. B. Clarke, Esq., M. A. The Revd. T. V. French, M. A. Baboo Mohendro Lall Sircar.	Faculty of Arts.
The Hon'ble G. C. Paul. " C. A. Turner. " R. Spankie. H. Bell, Esq., C. S.	Faculty of Law.
Surgeon J. C. Brown, C. B. Surgeon J. M. Cuningham, M. D. Baboo Kanailall Dey.	Faculty of Medicine.

48. Mr. Atkinson gave notice that he should bring forward the following motion for consideration at the next meeting of the Syndicate :—

That it is expedient to increase the number of representatives of the Faculty of Arts in the Syndicate from three to five, and that the Regulations be amended accordingly.

49. The following Contingent bills were passed :—

		Rs.	A.	P.
1	Bill Remuneration to Mr. E. B. Cowell, for superintending the printing of Examination papers in London ...	214	11	0
1	" Service Postage Stamps	30	0	0
1	" Expenses incurred during the Examination held at Dacca...	155	4	0
1	" " " Hooghly ...	150	2	0
1	" " " Kishnaghur...	146	6	9
1	" " " Patna ...	122	10	3
1	" " " Lahore ...	89	10	6
1	" " " Berhampore...	88	4	3
1	" " " Benares ...	88	2	0
1	" " " Delhi ...	63	8	3
1	" " " Chittagong ...	48	10	0
1	" " " Mussoorie ...	23	0	0
1	" " " Agra ...	16	11	6

		Rs.	A.	P
1	Bill Messrs. Thacker, Spink & Co., for cloth lined envelopes ...	30	1	0
1	„ Revd. K. S. Macdonald for superintending the Examination	100	0	0
1	„ Librarian, Presidency College, for ditto	30	0	0
1	„ Expenses incurred during the Examination held at Calcutta	588	0	0
1	„ Mr. G. W. Willson, for superintending the Examination at the Presidency College	100	0	0
	TOTAL Rs.	2,085	1	6

(Confirmed)

W. S. ATKINSON, *Chairman.*

J. SUTCLIFFE, *Registrar.*

MINUTES

OF

THE SYNDICATE

FOR THE YEAR 1870-71.

No. 6.

The 28th January.

Present :

MR. ATKINSON, *in the Chair.*
THE REVD. K. M. BANERJEA.
DR. EWART.
COL. NICOLLS.
MR. SUTCLIFFE.

50. Read the following report of the Junior Board of Examiners in Arts :—

We have the honor to forward, for the approval of the Vice-Chancellor and Syndicate, the result of the Entrance Examination.

Nineteen hundred and five candidates were registered for Examination, and we have passed 1,098. Of the successful candidates, 201 were placed in the First Division, 587 in the Second, and 310 in the Third.

Two candidates were turned out of the Examination for having recourse to unfair practices, and the Examination of three other candidates was disallowed upon evidence, which their papers disclosed, of their having endeavoured to pass by unfair means.

The Examination has been conducted in accordance with the rules laid down for our guidance in our letter of appointment.

K. M. BANERJEA,
President.

R. Robinson, R. Parry, J. Naylor, W. Robson, Aghornath Tatwanidhi, Somnáth Mukhopádhyáy, Nakuleswar Bandyopádhyáy Biprochurn Chuckerbutty, W. B. Livingstone, H. Roberts, J. K. Rogers, J. S. Beanmont, J. Henry, R. Thwaytes, M. Mowat, W. McLaren Smith, T. J. Rowe, R. Dick, K. M. Banerjea, H. Blochmann.—*Examiners.*

ORDERED:—

(1). That, as it seems doubtful whether Nityalál Datta acted in collusion with Girija Churan Datta, of the Free Church Institution, in the attempt of the latter to pass the Examination by unfair means, as reported by the Board, the Syndicate allow the examination of Nityalál to stand.

(2). That in other respects the report be confirmed, and the names of the successful candidates published in *Gazette.*

51. Read the following report of the Senior Board of Examiners on the result of the First Examination in Arts:—

We have the honor to submit, for the approval of the Vice-Chancellor and Syndicate, the result of the First Examination in Arts.

Five hundred and forty candidates were registered for Examination, of whom 28 passed in the First, 108 in the Second, and 97 in the Third Division. Nineteen were absent during the whole or part of the Examination, and one was expelled from the Examination for using unfair means, and 287 failed.

The Examination has been conducted in accordance with the instructions laid down for our guidance in our letter of appointment.

K. M. BANERJEA,
President.

C. H. Tawney, J. Murray Mitchell, K. M. Banerjea, Mahes Chandra Nyaratna, C. M. Grant, E. Lethbridge, J. Wilson, M. H. L. Beebee, S. Dyson, C. J. Nesfild, T. J. Rowe, R. Dick, H. Blochmann.—*Examiners.*

ORDERED :—

That the report be confirmed, and the names of the successful candidates published in the *Gazette.*

Upon the result of this Examination the following undergraduates were elected Duff Scholars for 1871 :—

1. Sarat Chandra Mukhopádhyáy ... Presidency College.
2. Bavuram Chattopádhyáy ... Ditto.
3. Rajendro Nath Bandyopádhyáy ... Free Church Instn.

52. Read the following report of the Senior Board of Examiners on the result of the B. A. Examination :—

We have the honor to submit, for the approval of the Vice-Chancellor and Syndicate, the result of the B. A. Examination.

Two hundred and twelve candidates were registered for Examination, of whom 7 have obtained the standard required for passing in the First Class, 35 in the Second, and 42 in the Third. Five were absent ; one was expelled from the Examination for attempting to pass the Examination by unfair means, and one hundred and twenty-two candidates have failed.

The Examination has been conducted in accordance with the instructions contained in our letter of appointment.

K. M. BANERJEA,

President.

J. Murray Mitchell, C. H. Tawney, K. M. Banerjea, Maheschandra Nyaratna, E. Lethbridge, C. M. Grant, M. H. L. Beebee, T. Skelton, S. Dyson, C. J. Nesfield, H. F. Blanford, and J. Wilson.—*Examiners.*

ORDERED :—

That the report be confirmed, and the names of the successful candidates published in the *Gazette*.

With reference to the result of the B. A. Examination, the Eshan and Vizianagram Scholarships were awarded to Isánchandra Basu, of the Presidency College.

The Examiners in Law reported that the following candidates had passed the Examination :—

BACHELOR IN LAW.

SECOND DIVISION.

In Order of Merit.

1.	Revatichandra Bandyopádhyáy ...	Presidency College.
2.	Upendrachandra Dev ...	Ditto.
3.	Srikrishna Mukhopádhyáy ...	Ditto.
4.	Jagadiswar Gupta	Kishnaghur College.
5.	Syámchand Ray	Ditto.
6.	Aghornáth Chattopádhyáy ...	Presidency College.
	Gopállal Mukhopádhyáy ...	Ditto.
8.	Hariprasad Dás	Ditto.
9.	Bireswar Chattopádhyáy ...	Ditto.
10.	Piyárimohan Guha	Dacca College.
11.	Jaygovinda Som	Presidency College.
12.	Nandálal Ghosh	Hooghly College.
	Durgádás Mukhopádhyáy ...	Ditto.
14.	Bhupsen Sing	Presidency College.
15.	Biharilál Mukhopádhyáy ...	Ditto.
16.	Mahendranáth Ráy	Ditto.
	Mahomed Wajed	Ditto.
	Srigopál Chattopádhyáy ...	Kishnaghur College.
	Kunjavihári Basu	Hooghly College.

LICENCE IN LAW.

In Alphabetical Order.

Bandyopádhyáy, Indranáth ...	... Presidency College.
„ Jadupati ...	... Berhampore College.
Basak, Jagutdurlabh ...	... Presidency College.
Basu, Bijaykrishna ...	... Ditto.
„ Navinchandra ...	... Ditto.
Bhattacharyya, Dwárikánáth	.. Patna College.
„ Mahendranáth	... Presidency College.
Chakravarti, Chandrabhushan	... Kishnaghur College.
„ Dwárikánáth	... Dacca College.
„ Gopalchandra	... Presidency College.
„ Haricharan ...	... Dacca College.
Chand, Prasannakumar ...	... Ditto.
Chattopádhyáy, Kálidhan ...	... Presidency College.
„ Sasibhushan	... Ditto.
Chaudhuri, Narendranáth ..	... Ditto.
„ Syamapada	... Ditto.
Dás, Baikunthanath ...	... Dacca College.
„ Goráchand ...	... Presidency College.
„ Hemnáth ...	... Ditto.
„ Iswarchandra ...	... Ditto.
„ Jagatchandra ...	... Ditto.
„ Sarvánanda ...	... Ditto.
Datta, Bhavánicharan ...	... Ditto.
„ Priyanath (No. 2) ...	... Ditto.
„ Trailokyanáth ...	... Ditto.
Dhar, Dinanáth ...	... Hooghly College.
Gangopádhyáy, Chandramohan	... Kishnaghur College.
Ghosh, Amvikacharan ...	... Presidency College.
„ Kailáschandra ...	... Berhampore College.
„ Prasannakumár ...	... Kishnaghur College.
„ Táráprasanna ...	... Presidency College.

Ghoshal, Gopalchandra ...	... Presidency College.
Majumdar, Gangadhar ...	... Ditto.
Mallik, Akhilcharan ...	... Ditto.
Mitra, Mahendrachandra ...	... Hooghly College.
„ Rajaninátha ...	... Ditto.
„ Trailokyanátha ...	... Presidency College.
„ Upendrachandra ...	... Ditto.
Mukhopádhyáy, Jadunátha...	.. Hooghly College.
„ Mahendranátha	... Berhampore College.
„ Nivaranchandra	... Presidency College.
Ráy, Jogendranath ...	... Berhampore College.
Sányál, Rámlál ...	... Presidency College.
Sen, Harischandra ...	... Dacca College.
Set, Rájendranátha ...	... Presidency College.

ORDERED—

That the names of the successful candidates be published in the *Gazette*.

54. The following gentlemen were appointed to conduct the Examinations of 1871 in Medicine:—

Anatomy	Mr. S. B. Partridge.
Physiology and Comparative Anatomy	Dr. J. Ewart.
Botany	Mr. C. B. Clarke.
Materia Medica	Dr. S. G. Chuckerbutty.
Medicine and Midwifery ...	Dr. N. Chevers.
Surgery and Ophthalmic Surgery	Dr. J. Fayrer.
Chemistry and Medical Jurisprudence	Dr. W. J. Palmer.

55. Read an application from the Revd. M. A. Sherring, for the affiliation of the London Mission School, Benares, as a High School educating up to the standard of the First Examination in Arts.

ORDERED:—

That the application be recommended for the sanction of the Governor General in Council, from 1st January 1871.

56. Read letter, No. 716 of 29th December, from the Government of India, sanctioning the affiliation of Queen's College, Benares, in Law, from 1st January 1871.

ORDERED :—

To be recorded.

57. Read the following Resolution of the Government of India, in reply to letters Nos. 22 and 23 of 7th and 11th July 1870, from this Office, recommending an increase of Rs. 200 to the salary of the Registrar :—

"The Governor General in Council will not be able to entertain this application until the whole expenditure of the University shall have been brought so much within its income, as to leave a surplus sufficient for meeting the additional charge."

ORDERED :—

To be recorded.

58. Mr. Atkinson's motion proposing an increase of the number of representatives of the Faculty of Arts from 3 to 5, was deferred to the next meeting of the Syndicate.

59. Read letters from Revd. Father Lafont and Mr. Blanford, on the subject of appointing a Text-book in Chemistry for the B. A. Examination.

ORDERED :—

That Roscoe's Elementary Lessons in Chemistry be appointed the Text-book.

J. SUTCLIFFE,

Registrar.

(Confirmed)

W. S. ATKINSON,

Chairman.

ENTRANCE EXAMINATION, 1870.

Comparative Table shewing the number of Candidates sent forward from each School or College, the number passed, and the number failing to obtain the minimum marks allotted to each separate subject.

Names of Institutions.	Number of Candidates.	Passed in the			Failed in				
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History and Geography.	Mathematics.	Absent.
Agra Collegiate School ...	7	4	2	1	...	...	...	...	
Agurpara C. M. S. Institution	6	...	3	1	...	2	...	...	
Ajmere Collegiate School ...	6	...	4	1	...	...	...	...	1
Ajoodhya School ...	10	...	1	...	7	...	5	7	1
Albert's Institution ...	6	...	1	2	2	...	2	2	
Allahabad High School ...	1	...	1	...	...	...	...	...	
Allahabad Zillah School ...	6	...	3	1	2	...	1	...	
Allygurh School ...	3	...	1	1	...	...	...	...	1
Ampta Aided School ...	5	...	...	...	5	3	3	3	
Andool School ...	6	...	1	1	3	1	...	2	
Armenian Phil. Academy ...	6	2	1	...	1	...	...	3	
Arrah School ...	5	...	1	1	1	...	1	1	2
Arrah Private School ...	1	...	...	...	1	...	1	1	
Badla School ...	5	...	1	1	2	2	1	3	
Bagnaparah School ...	3	...	1	1	1	1	...	...	
Bagnan School ...	3	...	1	...	2	...	1	2	
Balasore School ...	5	...	3	1	1	...	...	...	
Balgona H. C. A. School ...	2	...	...	1	1	1	1	1	
Baliati School ...	2	...	...	...	2	..	2	2	
Bally Seminary ...	5	...	...	..	2	3	2	3	
Baluchar School ...	3	...	.	..		..	...	1	2
Bancoorah School ...	12	1	3	3	4	1	1	1	
Bangla Bazar School ...	19	...	2	2	14	7	7	13	
Baraset School ...	8	1	3	3	...	1	...	...	
Baraset Seminary ...	4	...	...	...	4	4	4	4	
Bareilly Collegiate School ...	22	3	12	3	3	...	2	2	
Barrackpore School ...	9	...	3	5	...	...	..	1	
Barripore School ...	9	1	3	1	3	2	..	3	
Bauleah School ...	14	5	4	1	2	...	...	2	
Carried forward ..	193	17	55	31	63	28	34	57	7

Names of Institutions.	Number of Candidates.	Passed in the			Failed in				
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History and Geography.	Mathematics.	Absent.
Brought over ...	193	17	55	31	63	28	34	57	7
Beerbhoom School ...	16	1	10	3	1	...	...	...	1
Beerbhoom Mission School ...	7	...	1	...	3	4	...	2	1
Beersingha A. S. School ...	5	1	...	3	1	...	...	...	
Behala Mission School ...	6	...	...	1	...	3	1	...	2
Belore School ...	5	...	...	2	2	2	1	3	
Bengal Academy ...	5	..	3	...	1	1	...	2	
Berhampore Collegiate School...	19	2	6	4	5	...	...	5	1
Bhagulpore School ...	8	2	3	2	...	1	..	...	
Bhastara School ...	2	...	2	...	...	...	...	...	
Bhowanipore Institution ...	7	...	1	1	5	2	...	3	
Bhowanipore Union Academy...	11	1	2	...	7	6	4	5	
Bishop's College ...	1	...	1	...	...	...	...	...	
Bishop's School, Nagpore ...	1	1	...	...	...	...	...	...	
Bishop's School, Simla ...	2	2	...	...	...	...	...	...	
Bishop Wilson's School, Chátrá	4	...	...	2	..	...	1	2	
Bogra School ...	10	...	1	2	4	4	3	2	
Bora School ...	4	...	1	2	1	...	...	1	
Boroe Aided School ...	3	...	1	1	..	...	...	1	
Brahmo School, Dacca ...	20	...	4	3	12	12	1	9	
Budaon School ...	2	...	2	...	...	...	...	...	
Bullagor Aided School ...	7	1	3	1	2	1	1	...	
Bullutee Aided School ...	4	...	1	...	3	2	2	1	
Burdwan C. M. S. Institution ...	6		...	3	2	...	1	1	
Burdwan Maharaja's School ...	15	3	5	5	1	1	1	2	
Burranogur Hindu School ...	3	...	2	...	1	...	...	...	
Burisa School ..	3	...	1	...	2	...	...	1	
Burrisal School ...	12	1	3	3	3	1	...	3	
Byegachi School ...	5	...	...	...	3	3	2	3	2
C. M. School, Azimgurh ...	2	...	...	..	2	...	1	1	
C. M. School, Peshawur ...	2	...	2	...	...	...	...	...	
Cachar School ..	3	...	..	1	...	1	2	1	
Calcutta Mudressa ...	13	1	6	2	2	...	1	...	1
Calcutta Training Academy ..	16	1	3	2	5	2	...	7	2*
Calcutta Training Seminary .	6	...	...	...	5	3	1	5	
Calcutta Training Institution...	18	1	9	2	5	3	2	6	
Canning College, Lucknow ...	20	2	14	2	1	...	1	2	
Cawnpore Zillah School ...	3	1	1	1	...	...	...	...	
Chatmore School ...	5	...	1	1	3	...	2	1	
Carried forward ...	474	38	144	80	145	80	62	126	17

* One disqualified.

Names of Institutions.	Number of Candidates.	Passed in the			Failed in				
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History and Geography.	Mathematics.	Absent.
Brought over ...	474	38	144	80	145	80	62	126	17
Chinsurah Free Church Institution ...	21	...	2	7	7	3	4	4	2
Chinsurah Hindu School ...	11	...	2	5	4	1	1	1	
Chittagong High School ...	17	..	1	4	10	5	5	6	
Christ Church School, Cawnpore	3	...	1	1	...	...	1	1	
Colingah Branch School ...	4	..	1	...	2	1	1	2	
Coomercolly School ..	5	...	1	3	1	...	1	1	
Cossipore School ...	7	...	1	...	4	2	...	2	2
Culna Mission School ...	8	...	4	1	1	3	2	...	
Culna Training School ...	7	...	2	...	3	3	2	3	
Cuttack High School ...	9	...	6	2	1	...	...	...	
Cutwa School ...	5	...	1	1	1	2	1	2	
Dacca Collegiate School ...	45	8	9	2	24	12	1	11	
Debrogur School ...	4	...	2	...	2	..	1	1	
Dehra Mission School ..	1	...	...	...	1	..	..	...	
Delhi Collegiate School ...	15	..	8	4	2	..	2	1	
Devgram School ...	2	...	..	2	...	...	...	...	
Dighapatia School ...	5	1	1	1	2	1	...	2	
Dinagepore School ...	5	...	...	2	3	1	...	1	
Doveton College ...	10	6	1	1	1	2	...	...	
Dushghurah Aided School ...	2	...	1	1	...	...	...	...	
Free Church Institution, Calcutta ...	56	4	13	7	27	18	4	13	2*
Free Church Mission School, Bansbariah ...	6	...	1	1	3	2	3	1	
Free Church Institution, Nagpore ...	6	..	4	1	...	...	...	1	
Furreedpore School ...	10	1	4	...	4	3	1	2	1
Fyzabad School ...	3	...	2	..	1	...	...	...	
Garden Reach School ...	9	...	5	1	...	1	...	1	
Gazeepore Mission School ...	1	...	.	...	1	.	1	...	
General Assembly's Institution	31	5	8	4	5	5	2	10	
Goburdangah School	4	..	...	...	4	3	...	2	
Goojranwallah Mission School...	2	...	1	1	...	...	...	...	
Gopalnagur School ...	3	...	...	...	2	1	2	3	
Gossydurgapore School ...	1	...	1	...	...	...	...	..	
Gorruckpore Mission School ..	3	...	2	1	...	...	...	...	
Govindachandra's School, Patna	2	...	...	2	...	...	...	..	
Carried forward ...	797	63	229	135	261	149	97	197	24

* Disqualified.

Names of Institutions.	Number of Candidates.	Passed in the			Failed in				Absent.
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History and Geography.	Mathematics.	
Brought over ...	797	63	229	135	261	149	97	197	24
Gowalpara School ...	2	...	...	.	2	1	1	...	
Gowhatty School .	11	1	3	4	2	2	1	1	
Gya School .	5	...	2	2	1	...	1	..	
Hampton Court School, Mussoorie ...	1	...	...	...	...	...	...	...	1
Hare School ...	45	18	17	3	4	5	...	4	
Hazaribag School ...	2	...	1	...	..	1	...	...	
Hindu School, Calcutta ...	40	11	11	7	6	7	1	4	
Hooghly Branch School ...	15	2	8	4	...	1	...	...	
Hooghly Collegiate School ...	32	7	5	7	7	4	2	4	2
Horinavi A. S. School ...	3	2	1		..	...	...	...	
Howrah School ...	19	7	7	2	1	3	...	...	
Hume's High School, Etawah...	5	2	3	..	...	...	...	...	
Hurdui Zillah School ...	8	2	2	...	4	...	1	2	
Ilsoba Mondly School ...	5	...	...	1	4	...	2	1	
Intally Institution ...	5	...	2	...	2	1	2	3	
Jehanabad School ...	3	...	...	...	2	...	1	1	1
Jenkin's School, Cooch Behar ...	5	...	1	2	...	...	2	2	
Jorat School ...	3	...	...	1	2	...	1	1	
Jessore School ...	2	1	1	...	...	...	...	...	
Jeypore Maharaja's College ...	6	...	2	...	2	1	2	.	
Jonye Training School ...	10	...	...	3	1	3	1	7	
Joydebpore School ...	2	...	..	...	2	...	1	2	
Joynarain's College, Benares ...	8	...	4	3	1	...	...	1	
Jugguthullubpore School ...	7	...	1	1	5	1	2	2	
Jullunder Mission School ...	4	...	1	2	1	...	1	1	
Kalipara School ...	5	...	1	1	3	1	...	...	
Kamptee School ...	3	...	...	1	2	2	1	1	
Kandee School ...	13	..	5	...	7	1	2	2	1
Kangra Mission School ..	1	...	...	1	...	...	...	...	
Khaja Abdool Gunny's Free School .	14	...	2	1	11	5	4	8	
Khamakool Kishnaghur A. S. School ...	4	...	2	1	..	..	...	...	1
Kishnaghur A. V. School ...	31	2	14	6	5	3	4	7	
Kishnaghur Collegiate School...	34	6	15	8	4	1	...	1	
Konnogur School ...	8	4	...	1	2	2	...	1	
Koochiakole Rajgram School ...	13	...	3	5	...	2	1	2	
Lahore School ...	8	...	3	2	3	...	2	...	
Carried forward ...	1179	128	346	204	347	196	133	255	30

Names of Institutions.	Number of Candidates.	Passed in the			Failed in				Absent.
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History and Geography.	Mathematics.	
Brought over ...	1179	128	346	204	347	196	133	255	30
Lahore Hindu School ...	1	...	...	...	1	...	1	1	
Lahore Mission School ...	5	1	1	2	...	1	...	1	
La Martiniere College, Calcutta	10	5	5	...	...	...	...	...	
La Martiniere College, Lucknow	6	4	...	...	1	2	...	...	
L. M. High School, Benares ...	4	...	2	...	1	1	1	1	
L. M. S. Institution, Bhowanipore	22	5	13	...	1	1	...	2	
L. M. S. School, Khagra ...	10	...	5	...	4	1	...	2	
L. M. S. Institution, Mirzapore	3	...	2	...	1	...	...	...	
Ludiana Mission School ...	2	...	1	...	1	1	1	1	
Lukhimpore School ...	4	2	2	...	...	..		...	
Lullutpore Zillah School ...	1	...	...	1	...	...	...	...	
Mahanad Free Church Mission School ...	2	...	2	...	...	...	...	...	
Mahes School ...	3	..	...	2	1	1	1	1	
Mahespore School ...	2	...	2	...	...	...	...	...	
Maldah School ...	5	...	3	1	...	1	...	1	
Mamjoan School ...	2	...	1	...	1	...	1	...	
Metropolitan Institution ...	36	4	18	4	6	3	2	8	1*
Midnapore School ...	12	1	5	4	...	2	1	1	
Midnapore Mission School ...	6	...	...	...	4	3	1	1	
Mirzapore Mission School, Calcutta ...	7	...	1	1	4	3	2	4	
Mirzapore School ...	3	...	...	...	1	...	2	3	
Monghyr School ...	5	1	2	1	1	...	1	...	
Monohordass' School ...	1	...	...		...	...	...	...	1
Moradabad School ...	7	...	1	1	4	...	3	3	
Moradpore Training Seminary	14	...	4	2	8	3	5	5	
Mozufferpore School ...	6	...	.	2	2		2	1	
Muragatcha School ...	1	...	1	...	...	...	...	...	
Mussoorie School ...	6	5	1	...	...	...	...	...	
Mutra School ...	7		1	1	5	...	1	...	
Mymensing School ...	22	5	3	1	9	6	...	4	2
Nabadwipa A. S. School ...	4	...	1	1	1	...	1	2	
Nawabgunge School ...	2	1	...	...	1	...	...	1	
Nizamut School, Moorshedabad	9	...	...	1	6	4	1	8	
Noakhally School ...	3	.	3	...	...	...	...	...	
Noral School ...	11	...	...	1	9	3	3	2	1
Nowgong School ...	3	...	...	...	3	2	2	1	
Carried forward ...	1426	162	426	230	423	234	165	309	35

* Disqualified.

Names of Institutions.	Number of Candidates.	Passed in the			Failed in				Absent.
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History and Geography	Mathematics.	
Brought over ...	1426	162	426	230	423	234	165	309	35
Okersa Sribati School ...	3	...	...	...	2	...	1	2	
Oonao School ...	4	...	1	...	3	...	3	1	
Ootterpara School ...	22	4	10	2	2	3	1	3	1
Oriental Seminary ...	8	...	4	2	1	2	...	1	
P. Gopinathpore School ...	3	..	1	1	1	1	1	1	
Paikpara Aided School ...	3	1	...	1	1	1	...	1	
Pakoor School ...	6	...	...	2	3	1	3	1	
Pandra School ...	2		...	...	2	2	2	2	
Patna Collegiate School ...	13	3	9	1	...	..	...	...	
Patna Normal School ...	14	...	5	3	4	3	2	2	
Pogose School ...	48	1	19	6	11	11	3	12	
Pooree School ...	4	1	1	1	1	...	...	1	
Private Students ...	33	1	6	7	12	7	7	15	2
Pubna School ...	11	...	6	2	1	1	1	2	
Pulwa Magora School ...	7	.	2	3	1	1	...	2	
Purneah School ...	2	1	...	...	1	...	...	...	
Puruleah School ...	7	...	3	1	2	1	2	2	
Queen's College, Benares ...	18	3	9	2	3	1	...	1	
Raipore School ...	1	...	...	...	1	1	...	1	
Rajanagur School ...	1	...	...	...	...	...	...	..	1
Ranaghat School ...	5	...	1	3	1	1	1	1	
Ranchi School ..	3	3	...	...	..	..	...	.	
Rani Surnomoye's School ...	1	...	...	...	1	...	1	1	
Rawul Pindee Mission School ...	1	1	...	...	...	...	...	...	
Ray Bareilly School ...	3	..	1	...	2	...	...	1	
Rowili Aided School ...	2	...	...	...	2	...	.	1	
Rungpore School ...	3	...	3	...	...	...	...	...	
Salkea School ...	4		1	1	2	1	...	..	
Sanskrit College ...	12	5	5	...	1	...	...	1	
Santipore School (Old) ...	4	...	3	1	...	...		...	
Santipore School (New) ...	9	...	2	2	5	3	5	4	
Sarun School ...	14	...	8	1	4	2	4	1	
Saugor High School ...	12	...	7	4	...	..	...	...	1
Seal's Free College ...	12	...	5	1	4	3	1	3	
Seetapore School ...	5	2	...	2	1	...	..	.	
Serajgunge School ...	8	...	...	1	3	3	6	3	
Serampore College ...	14	2	1	6	3	2	3	1	
Sibpore School ...	2	..	1	...	1	...	...	1	
Sibsagor School ...	3	...	1	1	1	...	...	1	
Carried forward ...	1753	190	511	287	506	285	212	378	40

Names of Institutions.	Number of Candidates.	Passed in the			Failed in				Absent.
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History and Geography.	Mathematics.	
Brought over ...	1753	190	541	287	506	285	212	378	40
Sodepore School ...	5	...	2	..	2	2	..	2	
Soorool School ...	2	...	...	1	...	...	1	1	
South Baharoo School ...	8	1	1	1	4	...	...	3	
St. John's College, Agra ...	9	2	2	1	3	...	1	1	
St. Paul's School, Darjeeling ...	2	..	1	...	...	...	1	1	
St. Peter's College, Agra ...	9	2	2	1	...	3	1	2	
St. Peter's Church Mission School, Allahabad ...	7	2	1	.	3	1	1	2	
St. Stephen's College, Delhi ...	8	1	4	1	...	...	2	...	
St. Thomas' College, Colombo...	7	1	5	1	...	...	...	...	
St. Xavier's College ...	15	1	4	2	2	4	...	5	
St. Xavier's School ...	2	...	1	..	...	1	...	...	
Sultanpore Zillah School ...	2	...	...	1	...	...	...	1	
Sylhet Mission School ...	9	..	..	2	5	1	6	6	1
Sylhet School ...	6	...	3	1	1	..	2	1	
Tagoria School ...	5	...	1	...	2	2	...	2	
Teachers ...	22	1	6	7	5	...	3	4	
Tumlook School ...	5	...	2	1	1	..	...	2	
Ula School ...	4	...	...	...	3	2	1	3	
Umritsur School ...	13	1	4	1	4	...	4	5	
Umritsur Mission School ...	7	...	4	1	2	...	1	2	
Victoria College, Agra ...	4	...	2	1	...	1	1	..	
Victoria School, Ghazeepore ...	1	...	1		...	...	...	...	
Total ...	1905	202	587	310	543	302	237	421	41

FIRST EXAMINATION IN ARTS, 1870.

Comparative Table shewing the number of Candidates sent forward from each Institution, the number passed, and the number failing to obtain the minimum marks allotted to each separate subject.

Names of Institutions.	Number of Candidates.	Passed in the			Failed in					
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History.	Mathematics.	Philosophy.	Absent.
Agra College ...	8	...	2	4	1	..	1	1	...	
Bareilly College ...	10	...	1	4	4	2	1	1	2	
Berhampore College ...	19	...	2	2	12	4	8	10	6	
Bishop's College ...	2	...	...		1	2	..	1	...	
Canning College, Lucknow	10	...	4	2	2	1	1	1	1	
Cathedral Mission College	33	...	4	8	17	4	3	11	7	2
Chittagong High School...	4	...	1	1	2	1	1	2	2	
Christ Church School, Cawnpore ...	1	...	1	...	...	...	...	...	...	
Cuttack High School ...	5	...	...	1	3	1	2	1	...	
Dacca College ...	41	1	10	6	22	4	5	13	5	1
Delhi College ...	7	1	5	..	1	...	...		...	
Doveton College ...	1	...	...	1	...	...	...	...	...	
Free Church Institution, Calcutta ..	41	...	5	10	22	10	9	11	8	1
General Assembly's Institution ..	27	...	2	4	17	4	4	11	5	
Gowhatty High School ...	6	...	1	3	1	2	1	2	1	
Hooghly College	40	1	10	9	16	7	3	10	5	3
Joynarayan's College, Benares ...	2	...	1	1	...	...	...	...	...	
Kishnaghur College ..	28	...	5	2	18	3	1	9	5	1
Lahore College ...	13	2	4	3	4	1	...	1		
L. M. S. Institution, Bhowanipore ...	11	..	2	3	4	2	...	2	...	
Medical College ...	2	..		..	2	1	1	1	1	
Patna College ...	25	3	4	8	5	5	1	7	1	
Presidency College ...	133	19	33	16	43	26	34	37	29	
Queen's College, Benares...	10	...	3	2	1	5	1	1	1	
Sanskrit College ...	10	1	3	...	4	..	4	1	4	1
Saugor High School	4	...	...	...	2	2	1	..	...	1
Serampore College ...	7	...	2	1	3	1	3	2	1	
St. John's College, Agra...	7	...	1	4	1	2	...	2		
St. Thomas' College, Colombo ...	2	..	2	...		..	...		..	
St. Xavier's College ...	5	...	...	...	5	4	...	5	1	
Teachers ...	26	...	...	2	17	11	4	15	8	2
Total ...	540	28	108	97	230	105	89	158	93	12

B. A. EXAMINATION, 1871.

Comparative Table shewing the number of Candidates sent forward from each Institution, the number passed, and the number failing to obtain the minimum marks allotted to each separate subject.

Names of Institutions.	No. of Candidates.	Passed in the			Failed in						
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History.	Mathematics and Natural Philosophy.	Mental and Moral Philosophy.	Optional Subject.	Absent.
Agra College ...	3	2	1	...	...	...	...	...	...	...	
Berhampore College	8	...	...	...	5	1	5	8	4	6	
Bishop's College ...	1	...	...	...	...	...	...	1	...	1	
Canning College, Lucknow ...	2	...	...	1	...	...	...	...	...	1	
Cathedral Mission College ...	12	...	2	1	5	1	2	6	...	7	
Dacca College ...	4	...	1	2	...	...	...	1	...	1	
Delhi College ...	3	1	...	...	...	1	...	2	...	...	
Free Church Institution ...	24	...	4	1	17	6	9	12	8	9	
General Assembly's Institution ...	7	...	1	2	3	...	...	3	1	2	
Hooghly College ...	17	...	1	5	9	2	3	8	4	7	
Kishnaghur College...	17	1	2	5	4	...	...	7	1	2	1
Lahore College ...	1	...	...	...	...	1	...	...	...	1	
La Martiniere College	1	...	...	...	1	1	...	1	1	1	
L. M. S. Institution, Bhowanipore ...	4	...	...	2	1	...	1	2	...	1	
Medical College ...	1	...	...	...	1	...	...	1	...	1	
Patna College ...	9	...	3	2	2	...	...	3	1	2	
Presidency College ...	76	3	16	16	30	8	4	26	7	11	3
Queen's College, Benares ...	2	...	...	1	1	...	...	...	...	...	
Sanskrit College ...	6	...	3	1	1	...	2	2	...	1	
St. Xavier's College	5	...	...	2	3	...	...	2	2	2	
Teachers ...	9	...	1	1	6	1	...	5	1	2	1
Total ...	212	7	35	42	89	22	26	90	30	58	5

MINUTES

OF

THE FACULTY OF ARTS

FOR THE YEAR 1870-71.

No. 1.

The 18th February.

Present:

MR. ATKINSON, *in the Chair.*
REVD. J. TRAFFORD.
REVD. DR. MURRAY MITCHELL.
REVD. K. M. BANERJEA.
BABOO RÁJENDRÁLÁL MITRA.
BABOO KHETTER MOHUN CHATTERJEA.
HON'BLE A. EDEN.
MR. WOODROW.
MR. TAWNEY.
MR. THWAYTES.
RAJA KÁLIKISHEN, BAHADOOR.
REVD. E. C. STUART.

60. The Faculty met to elect a representative in the Syndicate in place of the late Revd. J. Ogilvie for the remainder of the year 1870-71, and to elect a President and representatives in the Syndicate for the year 1871-72.

FIRST EXAMINATION IN ARTS, 1870.

Comparative Table shewing the number of Candidates sent forward from each Institution, the number passed, and the number failing to obtain the minimum marks allotted to each separate subject.

Names of Institutions.	Number of Candidates.	Passed in the			Failed in					
		First Division.	Second Division.	Third Division.	English.	2nd Language.	History.	Mathematics.	Philosophy.	Absent.
Agra College ...	8	...	2	4	1	..	1	1	...	
Bareilly College ...	10	...	1	4	4	2	1	1	2	
Berhampore College ...	19	...	2	2	12	4	8	10	6	
Bishop's College ...	2	...	...	.	1	2	...	1	...	
Canning College, Lucknow	10	...	4	2	2	1	1	1	1	
Cathedral Mission College	33	...	4	8	17	4	3	11	7	2
Chittagong High School...	4	...	1	1	2	1	1	2	2	
Christ Church School, Cawnpore ...	1	...	1	...	...	...	...	...	...	
Cuttack High School ...	5	...	...	1	3	1	2	1	...	
Dacca College ...	41	1	10	6	22	4	5	13	5	1
Delhi College ...	7	1	5	..	1	...	...		...	
Doveton College ...	1	...	...	1	...	...	...	...	...	
Free Church Institution, Calcutta ..	41	...	5	10	22	10	9	11	8	1
General Assembly's Institution ..	27	...	2	4	17	4	4	11	5	
Gowhatty High School ...	6	...	1	3	1	2	1	2	1	
Hooghly College	40	1	10	9	16	7	3	10	5	3
Joynarayan's College, Benares ...	2	...	1	1	...	...	...	...	...	
Kishnaghur College ..	28	...	5	2	18	3	1	9	5	1
Lahore College ...	13	2	4	3	4	1	...	1		
L. M. S. Institution, Bhowanipore ...	11	..	2	3	4	2	...	2	...	
Medical College ...	2	..		..	2	1	1	1	1	
Patna College ...	25	3	4	8	5	5	1	7	1	
Presidency College ...	133	19	33	16	43	26	34	37	29	
Queen's College, Benares...	10	...	3	2	1	5	1	1	1	
Sanskrit College ...	10	1	3	...	4	..	4	1	4	1
Saugor High School	4	...	...	...	2	2	1	..	...	1
Serampore College ...	7	...	2	1	3	1	3	2	1	
St. John's College, Agra...	7	...	1	4	1	2	...	2		
St. Thomas' College, Colombo ...	2	..	2	...	.	..	...	.	..	
St. Xavier's College ...	5	...	...	...	5	4	...	5	1	
Teachers ...	26	...	...	2	17	11	4	15	8	2
Total ...	540	28	108	97	230	105	89	158	93	12

MINUTES

OF

THE SYNDICATE

FOR THE YEAR 1870-71.

No. 7.

The 25th February.

Present :

THE VICE-CHANCELLOR, *in the Chair.*
MR. ATKINSON.
THE REVD. K. M. BANERJEA.
DR. EWART.
THE HON'BLE MR. NORMAN.
COL. NICOLLS.
REVD. DR. MURRAY MITCHELL.

61. Read resolution passed by the Faculty of Arts, at a meeting on 18th February, expressing their deep regret at the death of the late Revd. Dr. James Ogilvie (Minutes, paragraph 60).

RESOLUTION.—The Syndicate desire to place on record their entire concurrence in the terms of the resolution of the Faculty, and direct the Registrar to forward a copy of the same to the Principal of the General Assembly's Institution, with a request that it may be communicated to the representative of the late Dr. Ogilvie.

62. The Examiners for Honors in Arts reported, that the following graduates had attained the standard laid down by the Syndicate :—

ENGLISH.

Class II.

In Order of Merit.

Sirischandra Chaudhuri ...	...	Presidency College.
Upendranáth Basu ...	...	Ditto.
Chandramohan Majumdár	...	Ditto.
Nilratna Bándyopádhyáy	...	Hooghly College.
Binadvihári Bandyopádháy	...	Presidency College.
Bálkrishna Acháryya	...	Queen's College, Benares.

Class III.

In Order of Merit.

Umácharan Mukhopádhyáy	...	Queen's College, Benares.
Kánáilál Mukhopádhyáy	...	Presidency College.
Sureschandra Ghosh ...	...	Ditto.
Priyanáth Chattopádhyáy	...	General Assembly's Institution.
Janakináth Datta ...	...	Presidency College.

SANSKRIT.

Class I.

Golapchandra Sarkár ...	...	Sanskrit College.

Class II.

Kherodnáth Sinha ...	...	Sanskrit College.

ARABIC.

Class II.

Ali Reza Kha ...	...	Agra College.

HISTORY.

Class I.

Jasadánanda Pramanik ... Kishnaghur College.

Class II.

In Order of Merit.

Parvaticharan Masanta ... Presidency College.
Jogeschandra Chattopádhyáy ... Kishnaghur College.

Class III.

Priyanáth Datta ... ... Cathedral Mission College.

MATHEMATICS.

Class II.

Bipin Krishna Basu ... ... Presidency College.

Class III.

In Order of Merit.

Bamacharan Ray ... ... Presidency College.
Bipinvihári Mukhopádhyáy ... Ditto.

MENTAL AND MORAL SCIENCE.

Class II.

In Order of Merit.

Girijabhushan Mukhopádhyáy ... Presidency College.
Akshay Kumar Basu ... ... Ditto.

Class III.

In Order of Merit.

Devendranath Ghosh ... ... Presidency College.
Radhanath Ray ... ... Ditto.

NATURAL AND PHYSICAL SCIENCE.

Class III.

Jogendranath Bhattacharyya ... Presidency College.

The Examiners also reported, that the following graduates had attained the standard for the degree of M. A. :—

In Alphabetical Order.

Adityarám Bhattacharyya	...	Sanskrit College.
Avináschandra Mukhopádhyáy	...	Presidency College.
Basantakumar Basu ...	...	Ditto.
Bháratchandra Datta ...	...	General Assembly's Institution.
Bireswar Chattopádhyáy	...	Sanskrit College.
Gungadhar Bandyopádhyáy	...	Free Church Institution.
Kailáschandra Datta ...	...	Sanskrit College.
Nandalál De ...	...	Hooghly College.
Syamacharan Bandyopádhyáy		Patna College.

ORDERED :—

That the names of the successful candidates be published in the *Gazette.*

63. The Examiners for the Premchand Roychand Studentship recommended, that Saradacharan Mitra, of the Presidency College, be elected Student for 1871.

RESOLVED :—

That Saradacharan Mitra be elected Premchand Student for 1871.

64. Read letter No. 77 of 15th instant, from the Government of India, sanctioning the affiliation of the London Mission School, Benares, up to the standard of the First Examination in Arts, from 1st January 1871.

ORDERED :—

To be recorded.

65. Read letter from Baboo Rámlál Sen, of Commillah, offering to give a silver medal to the student who obtains the highest marks in Mathematics at the next Entrance Examination.

ORDERED :—

That Babu Rámlál's offer be accepted, and that the terms upon which the medal is to be given be notified to the Educational Authorities in each province, on the receipt of Rs. 50, the estimated cost of a medal.

66. The following gentlemen were appointed to conduct the next Examinations in Arts :—

ENTRANCE EXAMINATION.

English.

Mr. J. K. Rogers.
„ J. M. White.
„ R. Parry.
Revd. T. Martin.

Sanskrit and Bengali.

Baboo Gopalchandra Bandyopádhyáy.
„ Brajanath Sarma.
„ Kantichandra Bandyopádhyáy.
Pandit Ramgoti Nyaratna.

History and Geography.

Mr. Hand.
Dr. Robson.
Mr. Roberts.
„ J. Wilson.

Mathematics.

Mr. J. Willson.
„ M. Mowat.
„ Griffiths.
„ Ewbank.

Hindi and Oorya.

Revd. K. M. Banerjea.

FIRST ARTS AND B. A. EXAMINATIONS.

English.

Mr. Deighton.
Revd. Dr. Murray Mitchell.

Sanskrit.

Revd. K. M. Banerjea.
Pandit Maheschandra Nyaratna.

History.

Mr. Lethbridge.
Revd. R. Jardine.

Mathematics and Natural Philosophy.

Mr. Beebee.
" Aldis.

Mental and Moral Science.

Mr. Croft.
Revd. S. Dyson.

Physical Science.

Revd. E. Lafont.
Mr. Blanford.

ENTRANCE, FIRST ARTS, AND B. A. EXAMINATIONS.

Greek and Latin.

Revd. J. Henry.
Mr. F. J. Rowe.

Arabic, Persian, and Urdu.

Mr. Blochmann.

67. The Syndicate proceeded to consider the following proposals by Mr. Atkinson:—

That it is expedient to increase the number of representatives of the Faculty of Arts in the Syndicate from three to five, and that the regulations be altered accordingly.

RESOLVED :—

That in the opinion of the Syndicate, it is not desirable to increase the number of representatives of the Faculty of Arts.

68. Read again letter from guardians of pupils in Calcutta, requesting that the limit of age for Entrance candidates may be abolished.

RESOLVED :—

That a letter be addressed to Baboo Durgachurn Law, for communication to other guardians, stating that the Syndicate, after giving the fullest consideration to the reasons brought forward in support of abolishing the rule of age, are of opinion that the best interests of education are promoted by the maintenance of the present limit of age, and that they cannot therefore recommend the Senate to sanction its abolition.

69. Read letter from Baboo Rajendralal Mitra, proposing (1) that some knowledge of the rudimentary principles of Natural and Physical Science should be required from Entrance candidates, and (2) that a higher standard should be laid down for candidates at the First Examination in Arts.

Read also a minute by Mr. Blanford on the proposals of Baboo Rajendralal.

RESOLVED :—

That the following gentlemen be requested to form a committee to report on the best mode of introducing the study of Natural and Physical Science into schools and colleges in India.—

Mr. Woodrow.	Mr. Blanford.
Dr. Ewart.	„ Clarke.

70. The Registrar was directed to issue a circular to the heads of institutions affiliated in law, stating that at future examination for the degree of B. L. the papers would be set in the manner prescribed in clause 7 of the new regulations.

71. Read the following papers from the Government of Bengal on the Vice-Chancellor's minute :—

"Referring to your letter No. 1461, dated the 21st February 1871, relative to certain proposals made by the Lieutenant-Governor of the North-Western Provinces for the extension to those provinces of the influence of the Calcutta University, I am directed to forward for information copy of the papers noted on the margin, containing the opinions of the several educational authorities who have been consulted, as asked by the Syndicate, and to communicate the views of the Lieutenant-Governor.

Letter from the Director of Public Instruction, No. 3640, dated the 22nd September 1870, and enclosures.

Letter from the Revd. J. Long, dated the 16th July 1870.

2. There are three main points in the proposed scheme, which may briefly be stated as follows :—

I.—That a Committee of the senate should be established at Allahabad for the purpose of consultation and of advising the senate in all matters relating to the North-Western Provinces.

II.—That a provincial convocation should be held annually at Allahabad for conferring degrees.

III.—That greater encouragement should be given to the study of oriental literature, and larger employment be made of the vernacular as a medium of teaching.

3. With reference to the first point, the Lieutenant-Governor observes that the Vice-Chancellor of the University has deprecated the adoption of Sir W. Muir's proposal, under the apprehension that it would very materially impair the uniformity of action which

is in his view essential to the success of the Calcutta University, and he has suggested an alternative proposal for collecting by means of minutes the opinions of absent members on any subject submitted to any Faculty for discussion. It will be seen from the enclosed papers that the Revd. Dr. Murray Mitchell takes a different view of this question, and the Lieutenant-Governor concurs in the opinion expressed by that gentleman and the Revd. Mr. Long, and in the views stated in paragraphs 6 and 7 of the letter from the Director of Public Instruction. The point of objection taken by the Vice-Chancellor to the introduction of the plan proposed by Sir W. Muir, is, to the Lieutenant-Governor, an argument in favor of Sir W. Muir's proposal, for His Honor conceives it to be most desirable that at least one separate university should be established in Upper India. The provinces within the Lieutenant-Governorship of Bengal afford an ample field for the operation of one such institution.

4. With regard to the second point, that a provincial convocation should be held at Allahabad, the Lieutenant-Governor desires me to state that he agrees with the Director of Public Instruction in thinking that the proposal has much to recommend it. Indeed, if Allahabad were refused the advantage of an annual convocation, the Lieutenant-Governor would think that the only just alternative would be the immediate establishment of another university.

5. The third recommendation of Sir William Muir, which has for its object the improvement of vernacular literature, consists in the suggestion that to give greater encouragement to oriental literature, a part of the university examinations should be conducted in the vernacular. The main difficulty as regards this question, which appears to have occupied the attention of the Syndicate for a long time, is to find examiners for all the languages; and the Lieutenant-Governor concurs in the opinion expressed by Mr. Atkinson, that no single Board of Examiners that can possibly be

appointed will be capable of undertaking an examination in which the questions may be answered in Bengalee, Oorya, Hindi, Urdu, Burmese, or Armenian, at the option of individual candidates; and for this reason also His Honor agrees with Mr. Atkinson that it is quite indispensable to retain English as the most important and essential element in all university examinations in India. In paragraph 10 of his letter, Mr. Atkinson proposes an alternative plan to establish a separate provincial system of purely vernacular examinations on the analogy of the middle class examinations recently instituted in England by the universities of Oxford and Cambridge. This plan is supported by the opinions of most of the authorities consulted, and the Lieutenant-Governor also considers it the most desirable means for giving effect to the wishes of Sir W. Muir for affording encouragement in the study of oriental literature.

From W. S. ATKINSON, ESQ., *Director of Public Instruction, to the Secretary to the Government of Bengal, General Department,*—(*No.* 3640, *dated Darjeeling, the* 22*nd September* 1870).

With reference to your No. 585, dated 3rd March 1870, I have the honor to forward papers by Mr. Woodrow, M. A., Mr. C. B. Clarke, M. A., the Revd. Dr. Murray Mitchell, Baboo Rajendra Lall Mitra, and Babu Bhúdev Mookerjee, on the University questions that have been brought under discussion by the Vice-Chancellor and the Lieutenant-Governor of the North-Western Provinces.

2. In submitting these papers, I shall confine myself to a brief statement of the views which I at present hold on the main points at issue. As a member of the Syndicate and President of the Faculty of Arts, it will be my duty to give the most careful consideration to the various opinions and arguments advanced by the many able men who have been invited to take part in the discussion in other parts of India, and I am unwilling to pledge

myself to any decided course on points on which opinions are likely to be much divided until I have had an opportunity of weighing every argument carefully in consultation with my colleagues.

3. Looking only to the communications which are now submitted, I may at once say that, as at present advised, I agree very closely with the views expressed by Dr. Murray Mitchell, and that my remarks will be for the most part simply confirmatory of what he has written on the three points discussed by him.

4. The first point is, the proposal of Sir W. Muir, that a Committee of the Senate should be established at Allahabad for "the purpose of consultation and of advising the Senate in all matters relating to the North-Western Provinces." This suggestion is opposed by the Vice-Chancellor for reasons stated in his minute, and he proposes an alternative plan which provides for the collection of the individual opinions of members of the Senate residing in Upper India, and allows them a vote by proxy at the meetings of their Faculty or of the collective body of the Senate.

5. Of these two propositions, I decidedly prefer the first. For many years I have been a member of the Syndicate, and have taken an active part in all the proceedings and discussions of the University, and I am not speaking therefore without the warrant of personal knowledge, when I say that though we have generally obtained the opinions of individual educational authorities in the North-West in all important discussions, there have been many occasions in which the aid of such a provincial committee as Sir W. Muir proposes would have been of the utmost value to the University authorities in Calcutta.

6. With the advances which education is making, the usefulness of such a committee is likely to be increasingly great, and I agree with Dr. Mitchell in holding that it is no demerit in the arrangement that it may possibly lead eventually to the establish-

ment of a separate University for Upper India. It is the fear that this may be the ultimate result which presses with the most weight upon the Vice-Chancellor in inducing him to oppose the plan, and it will be seen that Mr. Woodrow is disposed for the same reason to regard it with some disfavor. I by no means admit that the formation of provincial committees of the Senate would necessarily lead to the disruption of the Calcutta University in the manner apprehended. We find a very similar arrangement existing as a part of the regular organization of the University of France, where Committees of the Faculties are located at several of the great provincial centres in connection with the academies which correspond to the State colleges of India; and I see no *primâ facie* reason why a similar organization should not succeed in India. But at the same time I share the conviction expressed by Dr. Mitchell, that the true solution of our difficulties will ultimately be found in the establishment of another University. Those who argue against the multiplication of Universities in the Bengal Presidency, appear to me to have formed a very inadequate conception of the vastness of the territories comprised in it, and of the wide diversities in language, custom, and feeling that separate the people in different parts of them. The task they would impose on the University of Calcutta is of a magnitude, which I think no single University could long successfully undertake. It would be an analogous arrangement that the University of London should be required to provide for the higher educational wants, not only of the United Kingdom, but also of all Germany, France and Italy. For a single University the Presidency of Bengal must soon be as unmanageable as these great countries of Europe, and I hold that at no distant date each of its larger provinces may well maintain a separate University of its own (as was clearly contemplated in the education despatch of 1854* which founded the existing Universities), and that each will profit most by an arrangement which will allow it without any wide departure from a general plan, to develope its

* Paragraph 35.

own Academical system according to its own peculiar circumstances and needs.

7. On all grounds, then, I am at present an advocate for the proposal of Sir W. Muir in preference to the suggestion of the Vice-Chancellor. I would at once appoint a provincial committee of the senate at Allahabad, and I shall be prepared to support the appointment of similar provincial committees at Lahore and elsewhere as soon as other provinces are in a position to require them.

8. I would add in connection with this question of university administration, that I should wish to see a change in the constitution of the senate, which would give more power in the Government of the university to the experienced and able men who are actually engaged in educational work. The present list of members is far too full of ornamental names and too empty of names representing working power and academic authority. I would have the professors of the affiliated colleges largely represented in the senate, and it would certainly be right that the principals of these colleges, and I may add the inspectors of schools, should always be members of the senate in virtue of their office.

9. The second proposal of Sir W. Muir, that a provincial convocation be held annually at Allahabad for conferring degrees, has much to recommend it. No one has objected to it, and I would certainly recommend its adoption.

10. The third question is by far the most difficult of all. It relates to the position to be assigned to the oriental classics and the vernaculars of India in the university system. The problem is one of vast importance. It has been the subject of frequent discussion, and various solutions have been offered for our acceptance. Before making the few remarks which I shall now offer on the broad features of the question, I shall clear the way by saying that I am quite unable to assent to the proposal of the Vice-Chancellor in regard to the entrance examination. I consider it quite indispensable to retain English as the most important and essential element

in this and in all the higher examinations in India, and I entirely disapprove of an alternative and optional course through which a student, who has learnt no language but his own Indian vernacular and a cognate oriental classic, might obtain the same university certificate as the student who has passed in English. The objections to such alternative arrangements are well put by Baboo Rajendra Lal Mitra, and the same objections are felt, I think, I may say unanimously by all the educational authorities, who have been consulted, as well in Upper India as in Bengal. I understand, however, that the Vice-Chancellor does not intend to press this part of his scheme, and it is unnecessary therefore to discuss it further. In place of it, I believe he is now willing to accept a suggestion which I made in the Syndicate when his minute was first considered, and to establish a separate provincial system of purely vernacular examinations on the analogy of the middle class examinations recently instituted in England by the universities of Oxford and Cambridge. This course, it will be seen, is now advocated by Mr. Woodrow, by Dr. Murray Mitchell, and by Baboo Bhudev Mookerjee; and I understand that it is generally approved by the educational authorities in Upper India. I would strongly urge the adoption of this scheme as likely to be of very great advantage to the whole country. It would unquestionably be most useful to the Education Department in Bengal, by enabling us to measure the actual results obtained in our vernacular schools, and thus to make good deficiences where any are shewn to exist. It is frequently asserted that vernacular education has here been altogether neglected. The Lieutenant-Governor is well aware that this is far from being the case, but the best proof of the fact would be supplied by the unimpeachable evidence which university examinations would afford. I may no doubt be mistaken in my estimate, but it will be a great surprise to me if a general examination does not prove incontestibly that the standard of vernacular education in Bengal is really in advance of the vernacular standard in other provinces, to fully as great an extent as is on all hands

admitted to be the case with the standard of English education; and I am certainly right in attributing the advance that has been made in vernacular education in Bengal to the direct influence of the English education which has here been spread with much marked success.

11. The question of allowing candidates at the entrance and subsequent degree examinations of the university, to answer the papers in their own vernacular, is one that has been much debated on every occasion in which the regulations have been discussed and revised. On principle, there is much to recommend this concession as regards some of the subjects in the course; but from the number of vernaculars, with which we have to deal, it has always been considered inadmissible on account of the practical difficulties involved in it. No single Board of Examiners that can possibly be got together will be capable of undertaking an examination in which the questions may be answered in Bengali, Uriya, Hindi, Urdu, Burmese, or Armenian, at the option of individual candidates. I see no way of escape from this difficulty, and I believe it to be insuperable. I was a member of the sub-committee of the Syndicate which framed the revised regulations in 1862, with Mr. Erskine then Vice-Chancellor, and Dr. Duff for my colleagues, and I well remember the discussions that took place on this particular point. The result was that, we were obliged to acknowledge, that an arrangement which would on many accounts be desirable in itself, was not practically possible, and the regulations were framed accordingly. The particular arrangement which I have always most wished to introduce is, that the examiners in English Literature at every examination should set at least one paper of translation from English into the vernacular and *vice versâ*. This would be equally beneficial as an English and a vernacular test; and if the practical difficulty of finding competent examiners could be overcome, the adoption of it would be an immense improvement. I shall gladly agree to any scheme that can be devised for bringing it into operation.

12. As regards the further encouragement proposed to be given to the oriental classics, I am disposed to agree with the views expressed by the Vice-Chancellor. I do not believe that high oriental attainments will produce, under any circumstances, the valuable results anticipated from them by Sir W. Muir. They will certainly be barren unless they are united with a really sound and extensive acquaintance with western literature and science. I therefore doubt the propriety of affording them University recognition on the terms Sir W. Muir proposes. At the same time, I should have no objection to a separate scheme of examination for them with its own rewards and titles of honor, because these would represent realities and would not convey a deceptive signification.

13. There is one other point to which I will advert very briefly—the possibility of teaching science through the vernaculars. On this question, I agree almost entirely in the views expressed by Mr. C. B. Clarke. I believe that, under the most favorable circumstances conceivable, many generations must pass away before it will be possible to push on real scientific teaching in any of the languages of India. Vernacular hand-books treating of some few of the sciences in a popular form may have a certain value in opening the native mind to the marvels of the universe; but they will not teach science in any worthy sense, and no mere translations of European works, if such translations were possible, will serve to naturalize it on an Indian soil. I agree with the Vice-Chancellor that, "for a long period of time, so long that it is useless to speculate upon anything beyond it, English must be an indispensible constituent" of scientific education in India; and I altogether dissent from Sir W. Muir's assertion that the "science can be conveyed with far greater accuracy of thought to a native student in his own vernacular" than through the medium of English. In Bengal, at any rate, I believe it to be the fact that our students, before reaching the stage in which they are concerned with science, beyond the merest rudiments of mathematics, habitually acquire the power of thinking in English, and I am fully

convinced that their ideas as conceived in this language are generally very much more precise and definite in matters of science than they could possibly be in their own Bengali.

From H. WOODROW, ESQ., M. A., *Inspector of Schools, Central Division, and late Fellow of Caius College, Cambridge, to the Director of Public Instruction,*—(*No.* 1443, *dated Calcutta, the* 2*nd August* 1870).

I beg to offer my respectful thanks to the Lieutenant-Governor of Bengal for the honor he has done me in asking for my opinion regarding the proposals for certain changes in the Calcutta University, recommended by the Lieutenant-Governor of the North-Western Provinces.

Sir William Muir proposes three subjects for consideration—

First, that the authorities of the North-Western Provinces should have more influence than at present in the Calcutta University; *secondly,* that greater encouragement should be given to oriental literature; and *thirdly,* that part of the examinations should be conducted in the vernacular; the ultimate object of the last two propositions being the improvement of vernacular literature.

As regards the first proposition, the influence of the North-Western Provinces would, it is stated, be augmented by an increase of the number of fellows, by the establishment of a corresponding branch of the senate at Allahabad, and by the institution of a yearly convocation to confer degrees at Allahabad.

It would be in every way desirable that éclat should be given in the North-Western Provinces to University distinctions, and I have no doubt that the senate will sanction the yearly holding of a convocation to confer degrees at Allahabad. There will be no difficulty in arranging that the Lieutenant-Governor, or if he were unable, some other high official, should represent the Vice-Chancel-

lor at such a convocation. The Secretary to Government, or the principal of a college, could represent the Registrar.

There will also be no objection to an increase of fellows of the University from gentlemen connected with the North-Western Provinces. Out of the last twenty-two appointments, seven were from the North-Western Provinces, and six from the Punjab, Oude, and Nagpore, and with the remaining nine the North-Western Provinces were just as much concerned as Bengal, since four were connected with law, four with medicine, and one with engineering.

I have been allowed to see the opinions of some of the gentlemen of the North-Western Provinces to whom the questions have been submitted. The principals and professors of colleges are far more intimately concerned than the other correspondents with the real work of education, and from their position must feel most sensitively any neglect or indifference to their wishes on the part of the University senate; yet, so far from putting forward any grievance, because they are not sufficiently represented, or because they do not possess sufficient influence, they acknowledge with thanks that in great questions their opinions are invited and carefully considered, and that in the conduct of examinations they receive their share of appointments. It is satisfactory to observe that the men most affected by the Calcutta University, are the very men most satisfied with its proceedings.

The third suggestion for augmenting the influence of the University in the North-Western Provinces is by the institution of a corresponding branch of the senate at Allahabad. This proposal has received different interpretations. According to the interpretation given by Mr. Hume and Mr. Kempson, such a corresponding body would precipitate the immediate "establishment of an independent University in the North-West," but would by no means "smooth the path" to it. According to Mr. Elliott the corresponding branch of the senate would be a purely deliberate body. If such a branch of the senate were established, it is doubt-

ful whether the resolutions would have more weight with the Calcutta Senate than the opinions of its individual members. Opinions are now weighed; they would then be counted. As far as I am able to judge, great consideration is even now given to advice from the principals of colleges in the North-Western Provinces. When I come to discuss the question of examinations in the vernacular, I shall show how the services of a branch of the senate may be useful. I would only remark here that unity in action is essential for a University, and if this unity be destroyed by overzealous interference on the part of the Allahabad branch, the institution of a separate University for the North-Western Provinces will become unavoidable. I look upon the multiplication of Universities as an evil. Even now the Government of India is occasionally placed in the unwelcome position of having to decide where doctors differ. Sir Alexander Grant declares the Bombay University course superior to that of the Calcutta University: the educational authorities here deny the fact, and the question is still undecided.

The multiplication of Universities diminishes the value of a degree. There is a prestige in belonging to a large University, which is wanting in a small one. Degrees in Scotland would rank higher if instead of four Universities it had only one.

A University was supposed to be wanted at Durham for the north of England, and one was accordingly established. Its degrees are harder to obtain than the pass degrees at Oxford or Cambridge, and this ought to raise their value. But such is not the result. A relative of mine, who graduated at Durham, has more than once been made to feel that it was a great mistake of his friends to have put him there; for in applications for scholastic appointments men inferior to him are preferred, because they come from Oxford or Cambridge. His experience is the experience of all men from small Universities.

In Germany, there are 13 Universities, and six of them give degrees of which an Honor man at Oxford or Cambridge might be

justly proud, but the remaining seven give degrees with more or less facility. Two or three of the most facile regard the fees of the candidate rather than his proficiency, and the consequence is, that most foreign nations look with contempt on all German degrees.

In a similar way, a multiplication of the bodies empowered to give degrees, and the impossibility of making them agree about the character of their courses, would tend to bring all Indian degrees into contempt in England.

I believe that if in the place of the present University two small ones were established, their degrees would not have the weight of the degrees now given. The Lower Provinces, however, from the larger number of their under-graduates, would suffer less from the change than the North-Western Provinces. Still it would be undesirable for either.

Hence, on the first proposition, I should recommend a yearly convocation at Allahabad, and an increase of the fellows allowed to the Upper Provinces. I am compelled to say that, in my opinion, a branch of the senate at Allahabad would not lead to the result expected. It would either do too much or too little; and hence either a separate University would be unavoidable, or things would remain as they are. If Sir William Muir is very desirous for a branch senate at Allahabad, and all respect is due to his judgment, it perhaps would meet his views if the Allahabad branch of the senate were consultative on all matters above the entrance examination, but executive as regards examinations below that standard.

As to the improvement of vernacular literature by the encouragement of Sanskrit and Arabic learning, the minutes on record are most voluminous, a book might be filled with them, so that it is unnecessary for me to speak on the subject. Beginning from 1824, there have been, every ten years' efforts to improve vernacular literature, and also to get real work done in the Madrussa and Sanskrit Colleges. In the latter institution, success has been

achieved, but in the Madrussa progress is almost hopeless. Till a fair knowledge of English is attained, the profound learning of the pundits is not generally exercised for the improvement of vernacular literature. Learned men among the Mussalmans in the Lower Provinces have done little, if anything, for the diffusion of useful knowledge in Urdu. I do not expect any very great results in the form of encouragement to vernacular literature from any modification of the University rules. We have now in Bengal men able and willing to write excellent books in the vernacular. We have lately had a good treatise on astronomy published by Babu Nobin Chandra Datta, and a very good algebra was brought out by Babu Prasanna Kumar Sarvadhikari, the principal of the Sanskrit College. This latter gentleman is a true patriot, and if readers could be obtained for sound books on science, he would, I know, write and print them himself, rather than that they should be wanted. But the grief to him, and to all lovers of their country is, that even the sound books already published cannot find readers. Most politicians care for nothing but abuse of the English; the zemindars are too lazy or too busy to read any thing sound; students expect to read the subjects in English; the native public give some small encouragement to dramas and tales; but absolutely and literally no one reads sound vernacular books of a higher order than school books. The few works that have been published become the patrimony of white-ants. Hence, till time gradually raises up readers, there is no opening for writers. A thoughtful perusal of the catalogues published in the *Calcutta Gazette* of the vernacular books sent to the Bengal Office will show that the authors of school books must find their labor most remunerative. A school book in use is now a valuable property. One author required of the School Book Society Rs. 5,000 for the copy-right of one edition of his geography, and would not take any lower offer. There have been seventeen editions of this book. Some time ago, 70,000 copies of an arithmetic had been sold at prices varying from one rupee two annas to one rupee eight annas each, and the sale is still extending. A revered pundit gave up Government appoint-

ments of Rs. 500 a month to attend to the publication of his school books, and has, I believe, never regretted the step. In the twelve months ending 30th June 1870, the *Government Gazette* shows that he published twenty-seven editions of different works, varying from the first edition of the "comedy of errors in Bengali" to the forty-fifth edition of the Sheshushikya Part I. Three of the above works had passed through more than forty editions, and eight others through more than thirty editions. The twenty-seven works taken together contained 2,53,000 copies, so that the average to each work was 9,000 copies, while twelve works had 10,000 copies each, and one work had 1,00,000 copies. Numerous authors found it profitable to print at a time some 5,000 copies of their Bengali school books.

Private enterprise on this scale is, I imagine, a thing unheard of in the North-Western Provinces. It is a convincing proof that education in the vernacular is not so neglected in the Lower Provinces of Bengal, as some writers ignorantly imagine. The Director of Public Instruction generally declines to give pecuniary encouragement to the authors of new school books, because this part of vernacular literature is now based on the firm laws of supply and demand. The same enterprise that has enriched our schools with numerous reading books, grammars, geographies, histories, and arithmetics, would also produce works of a higher standard and deeper thought, if there were the remotest chance of a profit by their sale, for it should be remembered that the writers of some of our school books are the ablest men in the nation. The authorities in the North-Western Provinces seem never to have contemplated the contingency, that improvement in vernacular literature is stopped by want of readers rather than by want of writers. Thirty years ago, at Delhi, Mr. Butrow published scores of vernacular books. I do not know their merit, but I believe the want of readers is the real cause that they have ceased to attract attention, though it is possible some of them are in the predicament of a book, which Macaulay in one of his unpublished

educational minutes in India described as "a translation which nobody will read, of an original which nobody was ever the wiser for reading."

The University will not influence vernacular literature by training authors, for we may say of a successful author as has been said of a successful poet—*nascitur non fit.* The University may, and probably will, indirectly induce a gradual elevation of the people which will ultimately find expression for its ideas in the vernacular. The first books of distinguished merit by native authors will probably be in English. Grand as the English language was in the time of Shakespear and the translation of the Bible, Bacon wrote his Novum Organon in Latin, and half a century later Newton wrote his immortal Principia (with Bentley's help) in the same language. It is beyond the power of a Government, or of a University, to make a national literature. It must grow. The tree of knowledge, like other trees, would decline in strength and vigor if it were forced unnaturally.

Although I do not expect the improvement of vernacular literature in the manner and by the means anticipated by Sir William Muir, I shall still vote in favor of his second and third proposals.

I shall not object to see a degree of licentiate in Sanskrit or Arabic given to scholars who had passed the First Arts examination, and the Honor examination in those languages. The University sanctions the title of licentiate in law, licentiate in medicine, and licentiate in Civil Engineering, so that it would not be without precedent to have a licentiate in Sanskrit or in Arabic. I, however, do not expect to see much result from this change, since in Bengal, as said before, we want readers far more than we want writers.

I shall be glad to see long translation papers set, one from English to the vernacular and the other from the vernacular to English, at the Entrance, First Arts, and B. A. examinations. Such papers would do much to encourage the habit of good trans-

lation, which has always been disgracefully neglected. I have often commented in my yearly reports on the wretched style of construing that prevails in our schools, but have been unable by myself to cause any general improvement. I know that practical difficulties exist in working the vernaculars into the present course, but perhaps the senate, if it acknowledged that facility in translation from English into the vernacular and *vice versâ* was a useful mental exercise, and one very beneficial to the country, would cause these practical difficulties to be fully investigated and clearly defined and would set itself with determination to overcome the objections. If the mass of our under-graduates could write correctly and fluently in the vernacular, besides having such a knowledge of Sanskrit or Arabic as should enable them to use with discrimination the new terms and phrases with which the progress of science will enrich the native languages, the University would fulfil its object, so far as the encouragement of the vernacular is concerned. The addition of two papers in the vernacular to every examination would give an increased weight to language, which the advocates of physical science might perhaps disapprove, but since a good acquaintance with the vernacular is most essential to the diffusion of useful knowledge, it is not probable that this addition to the examination papers would provoke much opposition.

Encouragement might also be given to the study of the vernacular languages by the institution of a purely vernacular examination below the entrance—something after the plan of the Oxford and Cambridge middle class examination. This examination might be conducted, for the several languages of Northern India, by Committees which would receive general instructions to endeavour to keep the standard of passing tolerably uniform. In the management of this University vernacular examination, the branch of the Senate at Allahabad might have full executive powers to set the papers and conduct the examination in Urdu, Hindi and other vernacular languages of Northern India. The Calcutta branch of the

Senate could arrange the examination for Bengali. Arrangements might perhaps be made for examination in Persian at Allahabad, in Uriya at Cuttack, in Mahratti at Nagpore, in Burmese at Rangoon, and in Singalese at Colombo.

If such an examination received a general approval, the Syndicate would take measures for drawing out the scheme in detail.

I am of opinion that the difference of University influence in the Northern Provinces and in Lower Bengal is more due to time than to the acknowledged difference in the character of the people. Bengalees commenced the study of English more than fifty years ago, while in the North-West, English instruction is but little more than thirty years old, and in the Punjab, little more than ten years old. It is impossible that Provinces under such different conditions should exhibit equal attainments. But the differences diminish every year, and will, in the course of some ten or fifteen years, almost disappear. In conclusion, I recommend that in order to meet the views of His Honor the Lieutenant-Governor of the North-Western Provinces, the following alterations may be admitted :—

1. A yearly convocation at Allahabad to confer degrees.

2. An increase of the comparative number of fellows of the University who are attached to the North-Western and other Provinces, it being understood that fellows connected with the faculties of law, physic and engineering do not belong to any Province, but represent all Provinces alike.

3. The formation of a consultative branch of the Senate at Allahabad, who should advise the Senate on University matters, and who should also take sole charge of new University vernacular examinations in Hindi and Urdu and Persian.

4. The institution of the class of licentiates in Sanskrit and Arabic.

5. The addition to the examination for Entrance, First Arts, and B. A., of two papers of translation, one from the vernacular to English, and the other from English to the vernacular. The selections to be chiefly made from the current literature of the day, so as to test general knowledge, independent of special preparation.

6. The institution of a vernacular examination of a standard a little below that of the Entrance.

The proposal of the Vice-Chancellor, that candidates should be allowed to pass the Entrance Examination without possessing any knowledge of English, is so inapplicable to the general system of our University examinations, that it cannot be adopted without necessitating most undesirable changes.

From C. B. CLARKE, ESQ., *to the Director of Public Instruction in Bengal,—(dated Botanic Gardens, Calcutta, the 22nd April* 1870).

In reply to your endorsement No. 1378 of 18th March 1870.

The number of questions raised by the minute of the Vice-Chancellor of the Calcutta University is very large. I think the most practical course I can take is to confine the expression of my own opinion to a few selected definite points on which I suppose myself to have had special opportunity of gaining experience.

2. It is stated (p. 3, l. 2.)—

"It is certain that the sciences can be conveyed with far greater accuracy of thought to a native student in his own vernacular, than through the too often indistinctly apprehended text of an English treatise. It is also certain that many text-books, those at least relating to the exact sciences, are capable of comparatively easy translation."

I doubt exceedingly whether vernacular Bengali is well adapted for conveying science with accuracy of thought. I know that

the science in our best normal (vernacular) schools is most unsatisfactory, and I do not see how we could hope to push ordinary schools beyond the point attained by our normal schools.

The translation of text-books relating to the exact sciences into Bengali has been found a most difficult matter.

As A. DeCandolle has argued, we are fast advancing in science towards a universal language. Every body knows how small an acquaintance with French or German suffices for reading French and German works upon mathematics, chemistry, or botany,—indeed, half the words in such books are neither English, French, nor German.

In translating a scientific book into Bengali, the best course would doubtless be to leave all the universal language words untranslated. But this would, according to Bengali literary notions, spoil the style of the books. The usual plan is, for the translator, to invent Sanskrit derivative-compounds for "oxygen," "trapezoid," "spor."

This plan unites several disadvantages. Each Bengali translator uses his own set of words, and commonly has an extensive glossary at the end of the little compilation, without which no teacher can explain it, far less any student understand it. Hence we see several sets of competing chemical terms in the Bengali text-books, to the great confusion of the student. And in order to enable these to be synonymised accurately by the student, the present Deputy Inspector of Calcutta, in his elementary treatise on physiology intended for purely vernacular schools, and used in the vernacular scholarship course, has been finally driven in the glossary appended to explain the Sanskrit derivative-compounds in English. Any student, moreover, commencing with a treatise using these Sanskrit derivative-compounds, has, on taking the next step in advance, to learn an entirely fresh set of terms.

But lately the combination of disadvantages arising from the use of newly-manufactured Sanskrit derivative-compounds, accord-

ing to the critical fancy of each writer, has been yet further improved upon by using vernacular or quasi-vernacular equivalents, instead of artificially-constructed Sanskrit terms. By this the whole of the scientific precision attaching to defined terms is lost and the student bewildered hopelessly. In English sciences, where "vulgar" words are used, as in political economy, the immense difficulty thus introduced is felt by all. In reading some complicated argument, it is almost impossible to recollect in every sentence that "rent" does *not* mean the actual rent that is paid; that "high wages" are not high money wages, and with Richardo not even high wages when expressed in general or in necessary commodities, and so on. So greatly is this felt that there has increased a tendency even in elementary works on political economy to introduce such symbols as "U," "X," "the factor D," for various politico-economic abstractions.

3. The proposals of Sir William Muir are (p. 5, l. 10,) "to allow under-graduates, who have passed the First Arts Examination, to present themselves as candidates for honors in the oriental languages, and secondly, to raise gradually, teaching through the medium of the vernacular in the zillah schools."

The first of these proposals, if carried out, would, I believe, be simply inoperative in Bengal.

The second proposal I submitted myself (as Inspector of Schools in the South-East Division of Bengal) to the consideration of the zillah schools. I suggested whether it would not be better in our zillah schools to teach history, arithmetic, &c., in Bengali, till the boys entered the second class. I obtained very full replies to the suggestion from the local Committees of public instruction (and in many cases a separate expression of opinion by each member of the Committee), and also the opinions of all the most experienced and successful teachers.

The European Committee members were nearly unanimous in thinking it absurd to teach history, &c., in a language of which the

students were only learning the first elements. The teachers, without any exception (other than Mr. Leicester, the European Head Master of Comilla) were in favor of the present system.

The teachers appear to hold that the teaching of English is the absolute paramount consideration, and they hold the saturation theory of learning a language,—that is, if two hours' English study per diem produce in a given boy a certain progress in the language, then four hours' English study per diem will produce in that boy far more than double the progress; and that this increased ratio of progress holds without limit up to the greatest number of hours out of the twenty-four that the boy's attention can be kept fixed on anything.

The teachers, therefore, hold that the most economic education for a boy who is ever to learn English is to keep him closely to English alone, and delay other subjects till he is far enough advanced in English to be able to really read them in English. When I remonstrated with the masters as to the absurdity of teaching history in English to the boys of the fifth class in a zillah school, the masters replied that teaching history in the lower classes of a zillah school was merely teaching English.

The masters consider that the English (for the University Entrance Examination) is the only subject that truly takes time, and there is a tendency in the present zillah school course to put off all serious study of other subjects till the last year. The teachers in South-East Bengal greatly complain that the substitution of Sanskrit for Bengali (rendered necessary by the new scholarship rules) has seriously injured education in Bengal, because for four years before the Entrance Examination an hour a day has to be sacrified from English for Sanskrit.

4. In (p. 6, l. 63) the Vice-Chancellor concludes his argument that Bengali is being regenerated from the fountain source of Sanskrit, but refuses to be contaminated by admixture with English by stating that " while a very great number of words have

been fully adopted from the Sanskrit, it is very questionable if a single English word has been naturalized in Bengali."

This is true to a great extent as regards the book language taught in schools. It only amounts to this that learned Bengali is very near Sanskrit, and that it is a point of honor with literary Bengalees to exclude all "vulgar" words, and to invent the largest number of high-sounding Sanskrit compounds possible, though they are sometimes severely put to it to find a good Sanskrit equivalent for such words as *bokkus*. Indeed, a common story book like Sitabanabas is as unintelligible to an uneducated Bengalee as Greek, and the explanation of some 40 per cent. of the words has to be got up specially by the school boys themselves.

But in conversational ordinary Bengal, the language of the country, English is largely introduced, and I should question whether any single lost Sanskrit word has during the present century been recovered. Certainly not a single inflexion, either of verb or substantive, has been re-introduced; and indeed I know no case in the history of any language where this kind of reformation backward has been successful.

5. The general question of the complete supersession of Bengali by English is one of policy merely. The Manipuris, settled in Cachar and Sylhet, have become completely bilingual in sixty years, the very infants speaking Manipuri and Bengali as easily as we see some English children speak English and Hindustani. In Madras, the lowest coolies speak broken English.

6. It would probably purify the English style of most Englishmen, and would tend to lessen the number of Latin derivatives employed, and of objectionable modern words introduced, if the study of Anglo-Saxon formed part of the English school course. They would learn the history and accurate meaning of many words, and possibly be able to approach in some degree to the nervous style of the English writers of the sixteenth century. Whether Saxon words could be recovered for general use, or whether the

lost inflexions could be re-introduced into the spoken language is, I consider, doubtful. But the simple question in education is not whether a knowledge of Anglo-Saxon would be valuable to Englishmen, and a useful element in education, but whether it is the most valuable subject on which a certain number of a boy's school hours can be spent. There are exactly twenty-four hours in a day, and the number of hours that a boy can study per diem, though not so definitely limited, is confined within very narrow limits.

We are all agreed that it is a very useful thing that a boy should know the history and derivation of his own vernacular tongue; but when we decide to teach Bengali boys (who are already learning English) Sanskrit also, we are deciding that Sanskrit is more valuable than any other subject which might be taught in the same number of hours' work. This is a point on which I have the greatest doubts.

These boys are already learning a language, *viz.*, English, which provides their minds with a parallel training to that afforded to English boys by the study of the classics. And as regards the other admitted deficiencies of the mind and character of the educated Englishtalking Bengali, in my opinion a study of Sanskrit or of any other "classical" Indian language is about the very last subject that I should select to supply those deficiencies.

From the REVD. DR. MURRAY MITCHELL, *Superintendent of the Free Church College, to* W. S. ATKINSON, ESQ., M. A., *Director of Public Instruction,*—(*dated Calcutta, the* 1*st August* 1870).

In compliance with your request I shall express my views on the subject of extending the influence of the Calcutta University in the North-West Provinces, and in particular, on the important questions raised in the communications of Sir William Muir and the Vice-Chancellor of the University.

2. Through the courtesy of Sir William Muir, I have had an opportunity of reading over the opinions of those gentlemen in the North-West Provinces to whom the questions were submitted. In many cases I should only be saying over again what has been well said already, if I entered into a full statement of the reasons which have led me to the convictions which I hold. My statement, therefore, will probably be rather one of conclusions than of processes of proof. I may be allowed to say that it is a great treat to see an important question worthily discussed, and that in the papers to which I have referred, I find much careful thought and just reasoning. The Senate of the University will find the perplexities of the questions greatly reduced by the earnest investigation to which it has been already submitted in the North-West Provinces.

3. I commence by starting my persuasion that the full solution of the problem will be found only in the establishment of a separate University at Allahabad. The diversity between Bengal and the North-West Provinces is very great; it is impossible that the same academical system can answer well both here and there. Rather there should be two Universities, each of which should be free to develope itself according to the mental condition of those for whom it is specially intended. A friendly rivalry between two such institutions would stimulate both. But while I strongly hold this view, I defer to the opinion which I find again and again expressed in the papers before me, that the time has not yet come for setting up a separate University at Allahabad. Meantime, then, we must attempt to frame a system of academical instruction sufficiently elastic to allow Allahabad free movement without yet constricting Calcutta.

4. Three questions have been raised; *first*, shall we have a branch of the Senate at Allahabad: *second*, shall we hold an annual convocation at Allahabad for granting degrees; and *third*, shall we be satisfied with less proficiency in English, and encourage a

greater attention to oriental classes and vernaculars than is possible under the present University system?

5. I take these questions in succession. As to the first: Sir William Muir pleads for a branch of the senate being established at Allahabad for "the purposes of consultation and of advising the senate in all matters regarding the North-West Provinces." The Vice-Chancellor recommends, instead of this arrangement, that every question submitted to any Faculty shall be circulated to all the members of the Faculty, resident or non-resident, six weeks before it is to be discussed; it being competent for any member to forward a minute of his views to such meeting, and also vote by proxy.

6. The Vice-Chancellor's plan would, no doubt, achieve a very important good. But, on the whole, I prefer the arrangement proposed by Sir William Muir. One minute from the North-West embodying the results of consultation and discussion would be more valuable than a number of probably conflicting minutes, the variety of which might plunge the members of the senate resident in Calcutta into no small perplexity. Nor can I see any evils that are likely to arise out of the proposed arrangement. The branch senate would be simply for consultation and advice; its function would not be legislative nor executive. This being understood, the main objections raised against it seem to fall to the ground.

7. The second question seems to me to require no discussion; the step proposed is self-evidently right. By all means let Allahabad have the advantage of an annual convocation for granting degrees.

8. The third question refers to the position of the oriental classical languages and the vernaculars in the University curriculum. The Vice-Chancellor justly remarks that "the question is one of great delicacy and importance, and one on which there is room for much diversity of opinion." Before examining the proposed change in University studies, one naturally enquires whether

there is a call for innovation. The reasons assigned for this appear to me sufficient. Let us first note what is required in connection with the vernaculars. It is simply throwing obstacles in the way of higher education in the North-West, if we insist on English being the medium by which all knowledge is acquired; and if farther, high proficiency in English be essential to the obtaining of a degree. The introduction of the vernacular for purposes of academic instruction and examination, whenever it can be made available, is a most desirable thing. Academic education in England would be very seriously hindered if Latin were made to occupy the place in the Universities at home, which is occupied by English in our University here. As yet the advantage arising from the employments of the vernacular in instruction and examination might be rather theoretical than practical, on account of the deficiency of good vernacular text books; but year by year the relief thus obtained would become more substantial.

9. With regard to the proposal that more encouragement be given to the study of the oriental classical languages, I could not have supported it had it leaned at all towards the restoration of the "Orientalism, which was overthrown," as the Vice-Chancellor well says, "and deservedly overthrown, some five and thirty years ago." I confess, I think, that any new concession in favor of the oriental classics must be fenced about with very clear explanations and strong limitations. For there can be no question that the slow progress of English learning in the North-West is not solely due to the difficulty the pupils have in carrying it on; there are still more potent causes that impede it. In the Education Report of the North-Western Provinces for 1868-69, I find the Principal of the Benares College discussing the question why our present system of education is unpopular. He refers to the opinion of the Allygurh Society, which we at this distance have been led to regard as the embodiment of all that is most enlightened in the part of India where it exists. But Mr. Griffith assures us that "the greatest fault found and pointed out by the Society in our education is

that the boys do not believe that the Koran came down from the heavens, or that the Ganges descended from the head of Mahadeva." The Society urges very strongly that the Koran should be made the first reading book—"no matter if the boys do not understand the meaning." To the demands of an Orientalism of this sort the University can give no ear; and its position in reference to the oriental classics should be unmistakable from the first. I find what I deem the true position defined by Sir William Muir in the following words :—

"The object to be aimed at in the conferment of scholastic distinctions is to advance the nation in science, arts, and morals. For this end, individual merit is rewarded by appropriate honours; but a higher and larger purpose than mere individual distinction is intended, namely, the development of a body of scholars who shall have passed through such a discipline as will best qualify them to influence their countrymen for good, and thus render them effective agents in raising the moral sense and intellectual culture of the nation." And Sir William maintains that, in order to secure this end, "familiarity with oriental learning and indigenous modes of thought is indispensable." I think the clause last quoted is too strongly put; and, while admitting the necessity of "familiarity with indigenous modes of thought" on the part of those who are to influence the popular mind, I hesitate to admit without qualification the proposition that familiarity with oriental learning (meaning by that, oriental classical learning) is also indispensable. It will hold true, I conceive, of Persian; but not of Arabic or Sanskrit;—though an acquaintance with Arabic and Sanskrit literature is, of course, very useful where it can be obtained without the sacrifice of knowledge still more important. But I quoted the extract now given, not for the purpose of expressing this partial dissent from its final clause, but with the desire of signifying my most hearty concurrence in its statement of the object we have in view in the conferring of scholastic distinctions. What we want to encourage is the

acquisition not of mere knowledge, but of useful and reproductive knowledge. There are pundits and moulvies by the thousand who are full of knowledge of a sort—men who can perhaps "talk beautifully, but who think most erroneously." We may say of them as Erasmus said of the pedants of his day: *Incredibile quam nihil intelligant literatorum vulgus.* The University cannot afford to patronize such men or their so-called learning.

10. In order to render the increased study of the oriental classics fully available for the ends so well stated by Sir William Muir, it would be indispensable to carry on *pari passu* the study of the vernacular Pundits, learned in Sanskrit, often despise the vernacular and write it badly—cramming it with Sanskrit vocables, and ignoring its proper idiom. In particular, translation into the vernacular should be carefully attended to.

11. With regard to English, Sir William's proposal is to reduce the standard, and to give degrees to men qualified in oriental classics who have passed the First Arts Examination—that is to say, who have studied English not four years, as at present, but two. From what I know of University students, I should hardly regard the knowledge of English possessed by those who pass in the *second* class at the First Arts Examination as sufficient; and certainly I should hold the knowledge of a student who passed in the *third* class to be insufficient. But an important modification has been proposed by Mr. Kempson, to the effect that history should still be studied up to the B. A. Degree, in English; and to this modification I understand Sir William to assent. On this understanding I agree to the proposed scheme. The defective English of the student who had passed the First Arts Examination only in the third class would be improved; and we should secure on the part of all who gained an academical degree sufficient knowledge to enable them to read intelligently English prose of ordinary difficulty. Linguistic reasons thus require the retention of English to this extent up to the end of the curriculum.

Mr. Kempson argues for its retention on yet other grounds. I quite agree with Sir William Muir in thinking that some of the oriental historians might be studied with advantage. But it would, in nearly every case, be needful to compare the statements of the Arabic or Persian writer with the narratives of European historians. In Sanskrit we have no history, or next to none; and the retention of English histories in the case of Hindus seems on all accounts a necessity.

12. With these explanations, then, I have no hesitation in expressing my concurrence with the proposal of Sir William Muir.

13. The proposal of the Vice-Chancellor, that the Entrance Examination should be optionally conducted in the vernacular, but that the English standard should not be lowered in the case of candidates for academical degrees, has been pretty strongly objected to by many. I certainly do not think that the measure would produce the effect we all desire. The student who had matriculated in the vernacular would start in the race for a degree, terribly *weighted* —having still all his English to acquire.

14. But although I do not think that Mr. Bayley's scheme would work effectively in the direction he expects, I deem it notwithstanding a valuable suggestion. If an examination were annually held by the University to test attainments in the vernacular as nearly as possible equivalent to the knowledge required for the matriculation examination, it would probably be attended by a considerable number, which would go on increasing year by year. The University certificate would have a distinct value, and would prove an object of ambition. But there might well be a graduated series of examinations,—in fact, all considerable attainments in the vernacular should be submitted to University examination, and receive from the University befitting recognition. This would simply be transplanting to India the system of Middle Class examinations as now conducted by British Universities. I believe this would give a great impulse to vernacular education.

15. The only objection which I think of as likely to be raised against this proposal is the practical difficulty of finding a sufficient number of qualified examiners. But in Bengali, Hindi, and Urdu, there need be no great difficulty; and so, I presume, in Uriya. At all events, let us examine in as many vernaculars as we are in a position to do effectively; Hindi need not be left to languish, because Burmese cannot be helped on as fast. And clearly the difficulty in question would gradually, if not speedily, abate.

From BABU RAJENDRALALA MITRA, *to* W. S. ATKINSON, ESQ., M. A., *Director of Public Instruction,—(dated Calcutta, the* 18*th April* 1870*)*.

I have the honor to acknowledge the receipt of your docket No. 1378 of date the 18th ultimo, forwarding copy of a letter from the Officiating Under-Secretary to the Government of Bengal, enclosing, for report, a minute recorded by the Vice-Chancellor of the Calcutta University for giving to persons interested in education in the North-Western Provinces a more direct influence in the councils of the University, and for the better encouragement of vernacular education.

2. The questions mooted by the Vice-Chancellor, and in the letter of the Government of the North-Western Provinces on which it is founded, are :—

I.—The appointment of a sufficient number of persons interested in education in the North-Western Provinces as fellows of the senate.

II.—The establishment of a branch Syndicate at Allahabad.

III.—The circulation of minutes among mofussil members of the senate before any question of importance is discussed by the different faculties and the senate.

IV.—Voting by proxy.

V.—The appointment of a *locum tenens* when the Vice-Chancellor is absent from Calcutta.

VI.—The holding of a branch convocation at Allahabad.

VII.—The optional replacement of the English by a classical language in the Entrance Examination.

VIII.—The lowering of the standard of English at the other examinations in favor of the oriental classics.

3. Although it does not appear to me that education in the North-Western Provinces has at all suffered from the absence of a sufficient number of North-Western members in the senate, and convinced as I am of the impropriety of allowing the deliberation of a purely examining body, such as the Calcutta University, intended as it is for several different provinces and diverse nationalities, to be influenced by purely local and provincial considerations, I see no objection to the appointment, as fellows, of a sufficient number of duly qualified persons resident in the North-Western Provinces, Oudh, and the Punjab. On the contrary, I think the advice and co-operation of such persons cannot but prove beneficial to the University. The Government of India has, however, already met the question by certain recent appointments, and others may be made whenever necessary.

4. I cannot, I regret, accord my approbation to the proposal for establishing a branch syndicate at Allahabad. Such a body cannot exercise any executive authority without causing serious inconvenience, and its influence for good will frequently be neutralised by want of harmony and unity of action. Two heads with co-ordinate jurisdiction for the executive government of one institution is wrong in theory, and practically cannot but exercise a pernicious influence on its welfare. Nor does it appear that there is any necessity for such a body. His Honor the Lieutenant Governor suggests "a branch of the senate, with authority, to meet at Allahabad for the purposes of consultation, and of advising the senate in all matters regarding the North-Western Provinces."

Such a branch, meeting only for consultation and advice, and divested of all authority for action, would fully meet the requirement of the case; but to invest it with power to hold examinations, and to render it obligatory on the senate to grant degrees on its recommendation, would be to create a separate executive for the North-West, and to convert the senate and the syndicate in Calcutta to recording clerks. Of all things it is of the utmost consequence that the degrees of the University, like the currency of the land, should always and everywhere have a fixed unalterable value. But two separate bodies, examining with different sets of questions, cannot secure this uniformity, and the result will be that the same degrees of the University will represent very different kinds of qualification in different parts of the country.

5. The circulation of minutes among mofussil fellows before the discussion and decision of questions of importance would, under the restrictions suggested by the Vice-Chancellor, be a move in the right direction. It would bring to the notice of the senate the opinions of its non-resident fellows with the weight of official form, and enable it more effectually to meet them, when necessary, than by the course now usually followed. But I think it would be objectionable to extend to such fellows the right of voting by proxy. If the fate of questions be dependent on proxies, it would be a waste of time and trouble to hold meetings for their discussion. The theory of voting at a meeting implies deliberation and discussion first, and voting or expression of assent or dissent as the result of such deliberation. By the change proposed, this natural order will be reversed, and the senate will be called upon to vote first, and consider afterwards.

6. With reference to the fifth question, I do not think that any necessity has been made out for the appointment proposed, and on general grounds I am of opinion that it would be objectionable.

7. There cannot be any material objection to the holding of a branch convocation at Allahabad; but the question may be

asked, if the requirements of the North-West necessitate a separate syndicate, a separate senate, standards of education, separate examinations, and a separate convocation, why should not the Government be moved to charter a separate University altogether? Why should a good and useful institution, which already proved so successful, be broken up into two distinct and discordant bodies, which do not admit of union? If two institutions are required, by all means let there be two; but why create two and call it one? The Government of India, I am informed, has declined to sanction a separate University for the North-West. If so, it would not be advisable for the Calcutta University to create one under the flimsy veil of a branch.

8. The seventh is by far the most important question mooted. It is one, however, which I cannot but view with the greatest disfavor. It is not necessary to enter into any lengthy argument to show, that if European literary honors and titles are to be bestowed on the people of this country, they should indicate the same amount of knowledge and intellectual culture which they do in Europe; in other words, the standards of examination to be fixed for the Indian Universities should not be different from what obtains in the leading Universities of England, Scotland, France, and Germany. To do otherwise, and particularly to lower the standard of the several examinations, would be to mislead the public, and to create shams and delusions; and yet this is what would be the practical result of the change proposed. In the London University, on the model of which the Calcutta institution is formed, the standard of the matriculation examination requires two classical languages and one vernacular. In Bengal we have the same, the place of one of the classical languages being supplied by English, which to the people of this country serves the same purpose which the classics do in Europe, and has besides the superior recommendation of opening to the people a storehouse of literature and science, which no classical language can do. To omit this all-important subject would be to give up the most vital element of education; and to supply its place

by a knowledge of Sanskrit or Arabic, however deep, would be to substitute pinchbeck for gold. It would, besides, amount to a premium on ignorance or mediocrity to allow the alumni of the North-West schools to pass with one Indian classic which has no science, and one vernacular which has no literature worth the name, and insist upon three languages, one of them a foreign and highly difficult one like the English, from the scholars of Bengal. If the change be made to apply to Bengal and the North-West alike, it would amount to repressing progress in Bengal and an imposition on the European public, who would be offered inferior and worthless articles under well-known European brands.

9. Had the object of the North-West Government been merely to show, on paper that, the system of education fostered by it has produced mighty results in the way of a great number of under-graduates, B. AS and M. AS, the change proposed would no doubt prove highly effectual. But it would be an insult to the honorable gentlemen who constitute that Government to suppose for a moment that such can be their motive. Their intention undoubtedly is, primarily, to promote intellectual, moral and social advancement of the people placed under their care; and *second*, to shew to the philanthropists of Europe the result of the education they impart, measured with a European meter; and, if so, it is clearly our duty not to alter the scale of the meter, but to raise the standard. Should the people of the North-West be not now in a condition to come up to the standard, they should be content with what they can learn, and not require the public to call their inch an ell.

10. Looking at the question from a utilitarian point of view, I fail to perceive the good which it is likely to render to the people of the North-West. It is generally acknowledged that the necessary books for the entrance course are not now available in the vernaculars of Upper India. These, however, could be easily prepared. But when they are provided, and pupils have passed the

Hindi, or Urdu. In Bengal the best novelist is an eléve of the Calcutta University, and an ex-student of Bishop's College is the greatest poet, and both of them are but imperfectly acquainted with the language of the Hindu gods. Again, more than five hundred books are now annually published in Bengal, and of them at least four hundred and fifty are the compositions of men who can by no means be called "learned" in the classics of the country. Many of these books are of great value, and will materially influence the intellectual progress of the Hindu race. The district of Dacca was, for a long time, reckoned as the Bœotia of Bengal, but since the opening of an English College there, vernacular literature has been so extensively cultivated, that it has produced a greater number of original vernacular books than the whole of the North-West, including Oudh and the Punjab, has done within the same time. I have lately had an opportunity of reading one of the works which has been rewarded with a prize by His Honor the Lieutenant Governor, and on comparing it with the last romance in Bengali by Babu Bankin Chandra Chatterji, I thought the difference between them to be as marked as between "Formosa" or a novel by Reynolds and one by that great master of fiction, the glory of Scotland. And if so much has been done in Bengal without attaching any undue importance to the study of Sanskrit, the same, I feel certain, may be accomplished as effectually in the North-West by a like course. What is most wanted there is greater attention, than is now paid, to education in the English language, which will bring within the reach of the people the great mass of knowledge which the researches of the learned in Europe for the last five centuries have brought together, and not the poetry of the ancient Indian bards, nor the tales of the Alif Leila.

13. It may be said, and very reasonably said, that in forming a system of national education the Government is bound to consult the feelings of the people, and respect the claims of the national language. But the course proposed, I am humbly of

opinion, is not calculated to meet the end in view. I have been to the North-West a dozen times within the last ten years, and freely mixed with the people; but I have never heard from any intelligent person among them that their moral, intellectual, and material advancement would be better served by a study of their vernaculars than by the English. Certain it is that the foremost among them, such as Babu Sivaprasad, professor Ramchandra, Babu Mathuraprasad, and Maulvie Syad Ahmed, all owe their superiority to their English education, for, as far as I am aware of, none of them is particularly distinguished in oriental learning. If it be an object to train men like unto them, and the aim and scope of the University is to offer encouragement to high education, and not to watch the progress of elementary tuition of the masses, measures should be adopted to bring within the reach of those who have the necessary means and opportunity for utilizing it the storehouse of European knowledge, and not to stop their intellectual cravings with the barest rudiments of knowledge through the medium of sloppy translations.

14. As regards the vernaculars, the people of the North-West have no reason to complain of any want of attention to them on the part of Government. For the last five and twenty years, the whole proceeds of the education cess, and a considerable portion of the imperial grant for education, have been devoted to them, and more cannot be fairly expected. If the result has not been such as to satisfy the public, it is because the system followed is not calculated to produce any tangible fruit. It is a mere truism to say that rudimentary education by itself cannot produce great scholars or valuable books, and no purely vernacular tuition can impart the necessary stimulus to exertion for literary rivalry with foreign nations; while without such impulse, it is futile to expect any marked improvement in the national literature.

15. I shall not deny that the people of the North-West evince very little respect for persons educated in English literature and sciences. But this I attribute to the paucity of English

scholars among them—of men really able to command respect by their learning—and not to any innate dislike on the part of the Hindustanis to knowledge acquired through the medium of a foreign tongue. For otherwise it would be difficult to account for the high respect paid to some men among them who have been educated through the English language only. Admitting, however, for the sake of argument—what I do not believe as a fact—that there is a feeling of hatred against scholars in foreign literature, I deny that the remedy will be found by lowering the standards of the University and passing superficial vernacular scholars with a smattering of Sanskrit for really learned men. Such a course is sure to bring the University into disrepute, but it can never secure to its degree-holders the regard and esteem of their fellow men, much less raise them to the position of the pundits and Moulvees of the country.

From BABOO BHOODEB MOOKERJEE,—*(dated Chinsurah, the 7th April* 1870*)*.

The following is, I believe, a correct summary of the proposals of His Honor the Lieutenant Governor of the North-West Provinces as contained in the letter extracted from in his minute by the Vice-Chancellor of the Calcutta University :—

1*st*.—His Honor wishes to pave the way for a separate University for the North-West Provinces by establishing a branch senate at Allahabad for purposes of consultation, conduct of examinations, and holding of convocations for the conferment of degrees.

2*nd*.—His Honor proposes that degrees be given for proficiency in oriental literature after the First Examination in Arts in English.

3*rd*.—His Honor proposes that the University examinations be held optionally in the vernaculars at some future time, when the vernaculars come up to the required standard.

The Vice-Chancellor in his minute explains, interprets, and modifies the above proposals of the Lieutenant Governor into the following:—

1st.—Understanding Sir W. Muir to have asked for a branch syndicate and not a branch senate, a branch executive and not a branch deliberative body, the Vice-Chancellor cannot accede to the proposal, but would give in its stead power to absent members of the senate to vote by proxy.

2nd.—The Vice-Chancellor would make the taking of a bachelor's degree necessary for honors in the oriental languages.

3rd.—The Vice-Chancellor would count high proficiency in one oriental language in lieu of English in the Entrance Examinations, and allow those examinations to be made optional in the vernaculars.

Looking at these different proposals, it appears to me that the Vice-Chancellor is disposed to go much further than His Honor, in order to suit the character and constitution of the Calcutta University to the special requirements of the North-West Provinces. Now, admitting, for argument's sake, those special requirements to exist, all that may be fairly demanded of the Calcutta University is, that it should meet the *common* wants of all parts of the country and not the *special* requirements of any part of it. The influential classes of the North-West Provinces may want a vernacular University, but the influential classes of Lower Bengal evidently do not want it. Under such circumstances, the course most advisable would be to open a way for eventual separation of the two provinces in matters of educational administration. From this point of view, the first proposal of the Lieutenant Governor of the North-West Provinces appears to be deserving of every consideration at the hands of the University senate. As for the Vice-Chancellor's proposal No. 1, I am of opinion that no member of any faculty of the senate who has not had the opportunity of being present at its deliberations and of becoming thereby acquainted with all the facts and bearings of a case should have any voice in

its decision. I think, however, it will be useful to adopt the Vice-Chancellor's proposal to invite resident as well as non-resident members to record minutes on subjects of discussion. Absent members will thus have the opportunity given them of expressing their opinions, and the faculties will be also in a position to profit by any valuable suggestions which such absent members may have to offer. But constituted as the Calcutta University senate is, the power to vote by proxy cannot be safely given to absent members.

The proposal No. 2 of the Lieutenant Governor is based on the ground that the middle examination ensures a competent knowledge of English; and His Honor supposes that men who have read up English to that standard, and have further acquired a sound and extensive knowledge of some oriental classic, Sanskrit or Arabic, will be able to produce good translations, compilations, or original works in the vernaculars. This assumption, however, is not supported by facts. In Bengal, there are many senior scholars of the Sanskrit College who have passed the First Examination in Arts. I am doubtful, however, if even one of them has written a Bengali book. My impression is, that scholars of this class are the least reproductive of all. To be able to write good books, it is necessary that the mind of the writer should have obtained a definite mould. These scholars are sufficiently impressed neither by English ideas nor are oriental models quite agreeable to their tastes. Oriental models differ essentially from English models, and it is absolutely necessary that either of the two should have complete possession of the writer's mind, in order that his thoughts may obtain that symmetry which is essential to their proper expression. It is not enough to bring together a knowledge of English and of an oriental classic in order to make a vernacular writer. It is necessary to combine them in such proportion that the mind may become actively conscious of a process of conversion of the elements of knowledge into some thing new. It is under this consciousness that there is a new thing in the mind that the

impluse comes to write. The combination of first arts, *plus* Sanskrit, has not, so far as we have seen in Bengal, produced any Bengali books. I am therefore of opinion that of the two proposals, the Vice-Chancellor's No. 2 is the more acceptable.

With regard to the proposal No. 3 of the Lieutenant Governor, I beg to remark that there can be no question as to the soundness of the principle, that the University examinations should be conducted in the vernaculars so far as it may be possible in the present state of vernacular literature. Indeed, there was at one time a rule of the University to this effect, and when that rule was set aside, I remember to have signed a memorial to the senate praying for its revival. That was years before the present vernacular movement commenced in the North-West and the Punjab. But the practical difficulty which existed of obtaining examiners for all the different subjects in all the different vernaculars of the country prevented the senate from granting the prayer of the memorialists. If that difficulty can be now removed by instituting Boards of Examiners, or limiting examinations to the three most important vernaculars of the Presidency of Bengal, the Bengali, the Hindi and the Urdu, or otherwise, a great step will be gained, inasmuch as the practice of the University will come to accord with what is allowed, on all hands, to be correct in principle. It must be understood, however, that I am not for having the Entrance Examinations in the vernaculars only. There *must* be some papers to test a knowledge of the English language.

The Vice-Chancellor's proposal that some oriental classic should count for English in the Entrance Examinations I dissent from entirely. Indeed, after the admission so repeatedly made in the Vice-Chancellor's minute that a knowledge of English is the only corrective that can be applied to the tendencies of pure orientalism, it seems difficult to account for the proposal that English should be *entirely* discarded from the Entrance Examinations of the University.

In concluding my remarks, I beg to observe that indigenous schools (patshalas and toles) are decidedly more numerous in the

Lower than in the Upper Provinces of the Bengal Presidency so long the centre of Mahomedan oppression and influence; that incontestable proofs might be adduced that such was the fact at the time Mr. Adam wrote his reports; that at present there are scholars in Bengal who have read up as much of true geography, history, and physical science through the medium of the Bengali alone as the vernacular scholars of the North-Western Provinces; and that there are at least as good, if not better translations in Bengali of English works than there exist in the Hindi or the Urdu. The gap therefore between English and vernacular education is not more wide in the Lower Provinces than elsewhere, and the superiority of the Lower Provinces in Sanskrit scholarship is as decided as that of the Upper Provinces in Arabic is unquestionable.

Such being the actual state of things, the Calcutta University may take into consideration the feasibility of instituting a separate system of examinations, in order to test vernacular as well as oriental scholarship in both the Upper and Lower Provinces of Bengal. The University may also, if so inclined, confer such honorary titles as will be in keeping with the nature of the scholarship tested, and agreeable to the past associations of the people of the country. This would confer a new and real dignity on those titles, and enable the University to perform, distinctively, functions that are quite distinct in their nature.

From the Revd. J. LONG, *to* H. S. BEADON, Esq., *Officiating Under-Secretary to the Government of Bengal,—(dated Calcutta, the* 16*th July* 1870*).*

I beg to acknowledge the receipt of your letter No. 585 of the 3rd of March last, asking me to submit to the Lieutenant Governor my opinion on the minute recorded by the Vice-Chancellor in regard to certain proposals made by the Government of the North-West Provinces for giving to persons in those provinces a more direct influence in the councils of the Calcutta University, and for the better encouragement of vernacular education.

2. I have the honor to state, in reply, that the proposal of the Governor of the North-West Provinces for giving a delegate power to fellows of the Calcutta University, residents in the North-West Provinces, of forming a branch syndicate at Allahabad for deciding questions relating to examinations and the conferring degrees on the alumni of the University in the North-West Provinces, seems eminently calculated to awaken a deeper interest in education in those provinces, as well as to produce modifications in the course of studies in the Calcutta University better adapted to the condition, feelings, and wants of the natives of the Lower Provinces.

3. At present, questions relating specially to the North-West Provinces are decided in Calcutta, where it is difficult to obtain on the syndicate or senate the services of gentlemen acquainted with the languages, social position, or educational wants of the Upper Provinces; while Calcutta itself stands so isolated from other parts of India in its opinions, especially on education questions, that its dictation to the North-West Provinces seems as much out of place as would be the regulation of education in Holland or Spain by the members of the Paris University.

Happily for India the principle of decentralised administration is being carried out more and more. In consequence of this and from other causes the influence of Calcutta over public opinion in other parts of India is on the wane.

Hence the native movement in Lahore, Allahabad, and Alighur, in favor of a University for the North-West Provinces, is grounded on a feeling that the natives of Upper India, who have ever held Bengal in contempt, wish to be independent of it in educational as they are in social and political questions.

4. The time, however, has not yet come for carrying out the important measure of the North-West Provinces being uncontrolled by Calcutta in education matters. The best intermediate and preparatory step would be to adopt the proposal of the Vice-Chancellor to constitute a branch of the Senate at Allahabad, for the

purpose of conducting examinations and of consultation. This branch ought to have votes on all questions of a general nature, and might, from its members knowing more of Indian society, be of great service to the Calcutta Senate, mainly composed of residents in a commercial city and of a few Anglicised natives.

5. The second part of the enquiry relates to a proposal of the Vice-Chancellor's "that the Entrance Examination should be held optionally in the vernacular, and optionally also the language to be taken should be English, one vernacular, and one oriental classical language, or the vernacular and a higher standard of attainment in Arabic or Sanskrit."

Sir W. Muir proposes that an examination in English should be compulsory at the entrance, but not on those who have passed the First Arts Examination, and wish to proceed to the degree of honors on exhibiting high proficiency in one or more of the classical oriental languages.

6. Both the Vice-Chancellor and Sir W. Muir agree that the time has come when the principle of studying English as a language, and giving with it a large amount of English knowledge through the medium of the vernacular, might be carried out in the Calcutta University.

This is not a new subject. The Committee for the Improvement of Schools appointed by the Director of Public Instruction in Bengal in 1856, urged measures for teaching European science through the vernaculars. They state :—

"In the Committee's opinion a large class of the grant-in-aid schools were the result of the growing desire for English education, and were fitted only to meet the wants of those who desired to obtain at a cheap rate and without the inconvenience of absence from home, as much knowledge of English, and no more, as is sufficient for becoming inferior clerks, copyists, salesmen, hawkers. The Committee were unanimously of opinion that the tendency of such schools is to aggravate a very serious evil, *viz.*, substitution of

a very imperfect and inaccurate knowledge of English, with a still smaller knowledge of other things, for that higher education which, while giving full and accurate information of a practical kind, would at the same time strengthen the faculties of the mind."

The Director himself approved of this recommendation.

In 1865, the Director of Public Instruction in Oude records the following principle as laid down for the schools in Oude :—

"That whilst learning English as a language, each pupil should be grounded in the elements of European knowledge through the medium of Urdu or Hindi."

In 1866, Sir D. McLeod, Lieutenant Governor of the Punjab, makes the following statement in an address to the native chiefs and gentry of Lahore. Referring to the practice of teaching through English, he states :—

"The great bulk of scholars never attain more than a very superficial knowledge, either of English or of the subjects they study in that language, while the mental training imparted is, as a general rule, of a purely irritative character, ill-calculated to raise the nation to habits of vigorous or independent thought. In England, where the Latin and Greek languages are considered an essential part of a polite education, all general instruction is conveyed not in those languages, but in the vernacular of the country, and it seems difficult to assign a sufficient reason why a different principle should be acted upon here."

The British Indian Association of Behar in 1868, in an address to the Governor General complaining that those among their countrymen who are educated and have leisure at their disposal "do not convey scientific instruction to their fellow brethren, (*sic.*) merely because they cannot explain them in the vernaculars."

They state that at the Thomason Civil Engineering College, Roorkie, "the same branches of learning, and up to the same standard, are taught both in the English and vernacular depart-

ments. The examination papers are the same for both departments; one set of papers is in English, the other in the vernacular, accurately translated; both enjoy equal advantages—the channel only through which they study is different." They recommended to Government "the establishment of a University in which, as in Europe, the sciences, history, &c., should be taught through the medium of the vernacular."

7. An objection to this plan has been urged on the ground of the difficulty of procuring examiners and teachers in the vernacular; but that objection would not apply to the leading vernaculars, Bengali, Hindi, Urdu. In the opinion of competent scholars, these vernaculars are quite as capable as the English of being vehicles of useful knowledge; like the German, they have the pre-eminent advantage of being able to form an indigenous terminology, easily understood, defining itself, and not like the English, darkening the subject by difficult words.

8. A large class in England know German or French as languages without being able to speak or write them correctly; similarly, numbers of Germans and Frenchmen know English as a language without being acquainted with its anomalous pronunciation or perplexing idioms, and they attain in an easy way a great object—the gaining new ideas and information.

9. The existing University system rejects all students who do not gain their knowledge through the difficult medium of English, and who are not masters of its anomalous and intricate pronunciation. This plan has succeeded completely with those who have to earn their livelihood by scholarship, but it has produced a class who have little sympathy with or knowledge of the mass of their countrymen, and who are in many cases regarded by the more respectable class of natives as *parvenus*, office clerks and pen-machines.

Education has too long been viewed in Bengal as the cramming in a large amount of ill-digested knowledge—memory has been

cultivated to the exclusion of the higher faculties; and a class of students has been produced who, whatever crammed book-knowledge they possess, have, with a few noble exceptions, neither original ideas nor the power of observing or judging for themselves. Native gentlemen have often deplored to me this state of things, for which they say they are not responsible. But in Bengal, as in Europe, the slavish imitation of foreign models extinguishes freedom of thought.

This class of men, mere machines of memory, is multiplying very fast: the supply is rapidly exceeding the demand. The consequence is, want generates discontent, and they lay the blame on Government of not providing them with situations suitable to the high education they receive. It is to be feared Bengal may ere long have a class of educated loafers, like the old moulavis of the Madrussah, turned adrift on society and left to starve, spreading their own feelings of discontent to the ignorant masses below them and to the spendthrift aristocracy above them. As one of the means of remedying this state of things, a system of industrial art and agricultural education seems absolutely necessary.

10. The introduction of a sound system of vernacular education might supply the missing link between high and low education, as well as draw within the circle of useful knowledge the wealthy classes, the learned, and the Mahomedans who now stand aloof in sullen indifference, bitter and hostile to the Government, which appears to them to shut them out from office by insisting on their acquiring all education through a difficult foreign language.

11. In India, education cannot be separated from its political and social aspects: the English in India are a handful of foreigners ruling over a population equal to one-fifth of the human race, differing in creed, language, and social position from their conquerors, this population they have to train to self-government and to qualify by education to understand their rulers. The peace and prosperity of the country must depend to a certain extent on keeping as far as

possible the upper and wealthier classes in sympathy with the Government, and capable by education of appreciating their views English knowledge through a vernacular medium for the masses and the English language for those who have opportunity, would be a powerful contribution towards this. The mutiny has taught an important lesson in this respect, and the remarks of Lord Palmerston are not inapplicable—"Had we used our powers in enlightening the natives of India, would not their nature in some degree have been changed, and would not these atrocious crimes have been as repugnant to them as they are to those who have heard of them."

12. The present system, requiring all knowledge to be acquired through English, limits the efforts of Government to a fraction of the population, useful in an official way but with little influence over the masses or upper classes. It would be a great boon were the wealthier and upper classes to have a knowledge of English that would enable them to read for themselves the official documents of Government. These will not drudge at the pronunciation and composition of English, but might gradually acquire the language so as to read papers with facility, in the same way as many a Frenchman does with regard to English, who would find it an intolerable drudgery to have to toil at learning the pronunciation of English: very few Englishmen would like to study Greek through Greek, or French through French. Even Latin commentaries on the classics have been superseded by English ones.

Is the peace of the country to be weighed in the scale with pedagogy? Are we by the sole use of a foreign medium and the giving a monopoly of knowledge to a bureaucratic class to isolate ourselves from the upper classes and masses, the former exasperated by seeing foreigners occupying places their forefathers held? Surely, the examples of Ireland and Wales ought to act as a warning in this respect.

13. The proposals of the Vice-Chancellor and Sir W. Muir will not, I believe, supersede the present excellent system of the University of encouraging a thorough study of the English language. It will *supplement* it by inducing an influential and important class of the native community to come under its influence who are now shut out: it will make English more popular among them by making it more easy of acquisition, and especially for those who begin it late in life.

14. The University has rendered great service by the encouragement it has given to the study of Sanskrit, which is of value not only in teaching the science of language, but also in its effect in improving and popularising the vernacular. But there is a danger of the students neglecting the vernacular, and while able to compose in the *sadhu vrsha*, or book language, to be unable to render the knowledge they acquire through English into an idiomatic vernacular understood by the people. Unless they can do this, they will fail in one great object—the capacity to diffuse knowledge among their unenlightened countrymen, and especially in the family circle. In all European Universities a student is required to translate from the classic languages into his mother tongue in an idiomatic style: I would beg to propose, then, that *at every examination a paper be set for translation from English into vernacular.**

15. Both Sir W. Muir and the Vice-Chancellor advocate a knowledge of English as a language, but differ as to whether it should be required at the Entrance Examination. As this supplementary class of students will probably be older than the ordinary class, the standard of English should be lower; but there should, I think, be an easy prose work in English selected for the Entrance Examination, and one at the First Arts Examination to test their ability in gaining knowledge through the medium of English, but I would not require them to compose in English.

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* In order to meet the objection of the difficulty of obtaining examiners, I would propose that at first only three vernaculars be insisted on—Hindi, Bengali, Urdu.

16. To discourage any of the present class of students going in on the lower standard of English, they ought, as an equivalent, to pass the standard of high proficiency in one oriental language, besides a strict examination in the histories of England, India, and Greece, physical geography, Euclid, algebra, and the elements of natural philosophy.

17. With regard to the bearings of this great proposal of making English knowledge not an exotic in India, but indigenous, and of extending the influence of the University to important classes of the native community, it embraces five classes that the old system of "all knowledge through English" can have little effect on, but which are of great importance socially and politically,—

1. The upper and wealthy classes.
2. „ learned in oriental classics.
3. „ Mussulmans.
4. „ ryots and working classes.
5. „ women.

18. *The upper and wealthier classes* stand aloof from the drudgery of having to fag at a difficult foreign language: they are characterised by deep prejudice and aversion to knowledge; but without their enlightenment, it will be very difficult to promote the great objects of moral and material improvement in the country. Their ignorance is a barrier to all measures for developing the resources of India. Such men might be induced to enrol themselves by knowledge being rendered easy of acquisition through the vernaculars.

19. *The learned in oriental classics* have considerable influence over the people, though it is on the decline. As interpreters, or misinterpreters, of the views of Government, they hold an important position. These men, as we see in the case of the Sanskrit College, Calcutta, are useful agents in connection with vernacular education and vernacular literature, and check that tendency among English-taught natives towards a slavish imitation of

foreign models. The labors of W. Wilkinson, at Sehore, among the Mahratta pundits, of Dr. Ballantine at Benares, and of Pundit Vidyeásagur in Calcutta, show that the soil by due cultivation may yield good fruit.

Their prestige as oriental scholars gives them power. To quote the language of B. Hodson, of Nepal, who had much intercourse with pundits,—"Time has set its most solemn impress on their literature: the last rays of the national glory and integrity of this land, are reflected from its pages to the people: it is the very echo of their hearts' sweetest music."

An awakening movement is taking place among this class. In various cases their sons are receiving a liberal education, while some of the fathers learn English so far as to be able to understand an English book. Issur Chunder Vidyeásagur was an ordinary pundit, but by his energies he acquired self-taught English, and has rendered the greatest services of any man living to vernacular literature in Bengal, and to the remodelling of the Sanskrit College, Calcutta, on an improved plan. Mohesh Chunder Nyeay Ratna is another instance, as is the Revd. Gosay Nilkanthe, originally a Mahratta Brahmin, who accompanied Maharajah Dhuleep Sing to England. Bássu Deva Shastri, of Benares, has received high honors from various Governors for his services in translating into Hindi.

20. *The Mussulmans*, if neglected, may prove to India what the Celtic Irish have been to Ireland. These, the former rulers of this country, swelling with Mogul pride, see themselves now gradually ousted from what they consider their fair share of Government employ by school boys: they are sinking lower and lower in the social scale, and live only in the past, brooding over the days when they were the foremost in the tented field as well as in the courts. Government is well aware of the ramifications of the Wahabee conspiracy and the influence of the Ferazis in Bengal. No mere action of the State, in the way of coercion, can suppress

those bodies as long as the principle is maintained of excluding Mahomedans from State employ and refusing them any enlightenment, except they undergo the to them great drudgery of having to gain all knowledge through a foreign medium. Like the French, they have not the ability to fag at English pronunciation and idiom, and more especially as they consider it a part of their religion to acquire some knowledge of Persian and Arabic.

Surely, the smoothing the path to English for the Mahomedan by the medium of the vernacular—the way Englishmen themselves learn Latin and Greek—is deserving a trial. Pedagogy is not to be weighed in the balance with peace. We have to deal with a class of people 25,000,000 in number, for whose education next to nothing has been done. As a Mahomedan gentleman remarks on this subject—"Mahomedan education can never cease to have a strongly marked feature of political interest, which will force itself on the notice of all who desire to make the enlightenment of the Indian races the handmaid of loyalty and devotion to the British power. The current of public opinion on Indian politics, the orthodoxy of Indian statesmanship, the small talk of small men on almost every point connected with Indian administration, would undergo a change, if by any effort of the fancy it were possible to think and speak of the Mahomedans of Bengal as an English educated class."

This view is confirmed by Sir R. Temple, who makes a remark that the experience of numbers of Indian officials would ratify—

"In most parts of India, the Mahomedan races still possessed vitality; the lower orders were still military, while the upper distinguished themselves in politics or literature. Wherever administrative capacity and energy were required, there would Mahomedans be found now as ever. At Hyderabad, where he (the speaker) had spent the last few months, there were Mahomedan administrators and statesmen, one of whom, Sir Salar Jung, had

a repute which might justly be a source of pride to his Mahomedan compatriots and co-religionists."

It is not irrelevant to this subject to remark that when the Russians gained an ascendancy in Tashkend, one of the first measures they adopted was to organise a system of education for the Mahomedans. They knew well that moral ascendancy was a powerful instrument of political influence. The Mussulmans of India, did they know more of the resources of England and of the relative positions of England and Russia, would not dream of Russian intervention in India. Syed Ahmud Khan and the Alighur Society, Imdad Ali Khan and the Behar Scientific Society, have memorialised the Supreme Government to give the Mahomedans English knowledge through a vernacular medium. The latter body state as one of the reasons—"If the European sciences, &c., were translated into the vernacular by able men, the student would not only acquire a thorough knowledge thereof, but he would be able to appreciate the beauty and utility of the English language, and be induced to cherish a greater thirst for it."

21. To the *masses* the introduction of a larger amount of the vernacular element into the Calcutta University would prove a boon: it would make the influence of the University permeate classes now unaffected by it, and especially the family circle: the students would be enabled to popularise in the vernacular the knowledge they have gained through English: English knowledge would extend beyond the limited circle of clubs, debating societies, and newspaper writers, to the important department of home: and the cause of social reform and sanitary improvement would be benefited by it.

As a means to secure this, the requiring at every University examination a translative exercise from English into the vernacular would not only test the student's accurate knowledge of English, but would be also a test whether he was able to diffuse that knowledge among his less enlightened countrymen: it would

re-act on the preparatory schools, causing them to attend to what is now greatly neglected in Bengal especially, the training boys to accurate and idiomatic translation into their mother tongue: this is an established principle in all European grammar schools and colleges, and in India, where the system of caste inculcates that knowledge is the monopoly of a class, there are stronger reasons for enforcing it. The Sanskrit-taught Brahmin and the Persian-taught Mahomedan made a monopoly of their knowledge: it could not descend because it employed no vernacular medium. It was used as a means of oppression: as an instrument for degrading the masses: it sharpened the tools of the oppressor. In Rome and Chaldea as well as in India, the monopolisers of knowledge were aware that knowledge was power, and power was money; they therefore placed a foreign language at the entrance of the temple of learning, so as to serve as a barrier to the crowd from entering.

Females, like the masses, have a deep interest in knowledge being made easy,—they would benefit much were their husbands and brothers, when they know English, able to communicate the ideas they receive through English books into the vernacular in an idiomatic and popular style.

I must conclude this paper, which is of greater length than I had intended. But this question of opening out the University to the upper and wealthy classes, the pundits and the Mahomedans, is one not merely for the professors of a college and the members of a university, but also for all those interested in the peace of the land, the development of its resources, and the moral improvement of classes who now stand aloof. I fully concur therefore with the view of the Vice-Chancellor as to the effect of the proposals made by him, feeling very confident that they will greatly extend the influence of the University and increase its popularity, and that they will very materially accelerate the progress of European education, especially among classes who have held aloof from it, and whose alienation is a great misfortune both to themselves and to

the interests of good administration, and a serious hindrance to the social improvement of the country.

I will conclude with a quotation from Sir T. Moore, Lord Chancellor of England, who, when arguing three centuries ago in favor of conveying knowledge through vernacular English instead of Latin, as was the fashion of the middle ages, remarked that 'the inspiring a general love of knowledge in itself most difficult, would be rendered hopeless if the *aditus* of the temple were rendered so steep and thorny as the necessary acquisition of a foreign language must make it, and would entail on England the worst of evils arising from monopolised learning, turning it into an engine of oppression of the many by the few.'"

ORDERED :—

That the papers be printed and distributed to members, and that the replies of all the local Governments be taken into consideration at a special meeting of the Syndicate next month.

J. SUTCLIFFE,

Registrar.

(Confirmed.)

E. C. BAYLEY,

Vice-Chancellor.

MINUTES

OF

THE FACULTY OF MEDICINE

FOR THE YEAR 1870-71.

No. 1.

The 16th March.

(In Circulation.)

72. The Faculty proceeded to elect a President and Representative in the Syndicate for 1871-72.

Proposed by Dr. Partridge and seconded by Dr. W. J. Palmer.

That Dr. J. Ewart be re-elected President and Representative of the Faculty in the Syndicate for 1871-72.

Carried.

J. SUTCLIFFE,

Registrar.

MINUTES

OF

THE SENATE

FOR THE YEAR 1870-71.

No. 2.

The 18th March.

Present :

The Vice-Chancellor, *in the Chair.*
The Hon'ble the Lieutenant-Governor of Bengal.
The Hon'ble the Officiating Chief Justice.
The Hon'ble J. Strachey.
The Hon'ble Sir R. Temple.
The Hon'ble J FitzJames Stephen, Q. C.
Major-General the Hon'ble H. W. Norman.
Mr. Woodrow.
Mr. Atkinson.
The Reverend K. M. Banerjea.
Dr. Fayrer.
Dr. Chevers.
Raja Kalikissen, Bahadoor.
Baboo Romanath Tagore.
Moulovi Abdool Luteef, Khan Bahadoor.
Baboo Rájendralál Mitra.
Kumar Harendra Krishna, Rai Bahadoor.
The Hon'ble A. Eden.

Baboo Juggodananda Mookerjea, Rai Bahadoor.
Baboo Kirettermohan Chatterjea.
Baboo Ramchunder Mitter.
Baboo Pearychand Mitter.
Dr. Chunder Coomar Dey.
Colonel Nicolls.
Dr. Ewart.
Mr. Blanford.
Colonel Thuillier.
The Most Reverend Dr. W. Steins.
The Reverend Dr. Murray Mitchell.
Dr. Waller.
Dr. Smith.
The Hon'ble G. C. Paul.
Mr. Bell.
Mr. Thwaytes.
Baboo Kannylal Dey.

73. The Vice-Chancellor having declared the convocation opened, the Registrar read the names of the following candidates, and those who were present were admitted to their respective Degrees in the usual manner.

M. A.—Presidency College.

Srishchandra Chaudhuri.
Upendranáth Basu.
Chandramohan Majumdár.
Binodvihári Bandyopádhyáy.
Kánáilál Mukhopádhyáy.
Sureschandra Ghosh.
Janákinath Datta.
Parvaticharan Másanta.
Bipinkrishna Basu.
Bámacháran Ráy.
Bipinvihári Mukhopádhyáy.

Girijabhushan Mukhopádhyáy.
Akshaykumár Basu.
Devendranáth Ghosh.
Rádhánáth Ráy.
Jogendranath Bhattácháryya.
Avináschandra Mukhopádhyáy.
Basantakumár Basu.

Hooghly College.

Nilratan Bandyopádhyáy.
Nandalál De.

Kishnaghur College.

Jasadánandan Prámánik.
Jogeschandra Chattopádhyáy.

Sanskrit College.

Golápchandra Sarkár.
Khirodnáth Sinha.
Ádityarám Bhattácháryya.
Bireswar Chattopádhyáy.
Kailáschandra Datta.

Patna College.

Syámácharan Bandyopádhyáy.

Free Church Institution.

Gangadhar Bandyopádhyáy.

General Assembly's Institution.

Priyanáth Chattopádhyáy.
Bharatchandra Datta.

Cathedral Mission College.

Priyanáth Datta.

Queen's College, Benares.

Bálkrishna Áchárryya.
Umácharan Mukhopádhyáy.

Agra College.

Ali Reza Khan.

B. A.—Presidency College.

Isánchandra Basu.
Jogendranáth Bhattácháryya.
Sasibhushan Mukhopádhyáy.
Basanta Kumár Basu.
Gnánchandra Chaudhuri.
Aparnácharan Datta.
Baistavcharan Datta.
Balaichand Datta.
Avinaschandra Ghosh, No. 2.
Birajkrishna Ghosh.
Jogendranáth Ghosh.
Kunjavihári Gupta.
Haricharan Mitra.
Priyanáth Mukhopádhyáy.
Bamacharan Nag.
Jwalanáth Pandit.
Mahendranáth Sanyál.
Surendranáth Sarkár.
Kánáilál Sen.
Protápchandra Basu.
Gnánchandra Bhattácháryya.
Akhilchandra Chakravarti.
Apurvakrishna Chaudhuri.
Rámeswar Das.
Narasinha Datta.
Surendrakrishna Datta.
Bhavánisankar De.

Jogeschandra De.
Ásutosh Dhar.
Amritalál Ghosh.
Atulkrishna Ghosh.
Jogendranàth Mukhopádhyáy.
Kshetramohan Mukhopádhyáy.
Jadavkrishna Ráy Chaudhuri.
Jogeschandra Sarkár

Hooghly College.

Akshaykumár Sen.
Jotendranáth Chattopádhyáy.
Mohananda Gupta.
Nolinináth Mitra.
Trailokyanáth Sen.
Govindadev Mukhopádhyáy.

Dacca College.

Govindachandra Basák.
Iswarchandra Ghosh.
Rajanikánta Ghosh.

Kishnaghur College.

Rámgopál Chakravarti.
Rámgopál Khan.
Chandrabhushan Mukhopádhyáy.
Gopálchandra Bandyopádhyáy
Baidyonáth Basu.
Jogendranáth Mallik.
Táraknáth Sarkár.
Bhadranáth Sukul.

Patna College.

Chandramohan Chakravarti.
Harihar Náth.

Bhagavaticharan Mitra.
Chaitanyaprasád Barát.
Syámaldás Chakravarti.

Delhi College.

Hukam Chánd.

Sanskrit College.

Jogendranáth Bandyopádhyáy.
Sivnáth Bhattácháryya.
Amritakumár Sarvádhikári.
Rámsákhá Ghosh.

Queen's College, Benares.

Mahendranáth Chakravarti.

Agra College.

Sankarlál.
Gangasaran.
Baldeoprasád.

Canning College, Lucknow.

J. A. D'Cruze.

Cathedral Mission College.

Rádhákisen Bhattácháryya.
Jagatchandra Sarkár.
Jogendranáth Sányál.

Free Church Institution.

Gangadhar Bandyopádhyáy.
Nityagopál Chattopádhyáy.
Ánandanáth Majumdár.
Krishnakumár Sen.
Nrisinhamurári Pánjá.

General Assembly's Institution.

Isánchandra Datta.
Bhairavchandra Dás.
Ádyonáth Mukhopádhyay.

L. M. S. Institution, Bhowanipore.

Gopálchandra Ghosh.
Devendranáth Ráy.

St. Xavier's College.

G. A. Cones.
J. B. Rostan.

Teachers.

Kántichandra Bandyopádháyáy.
Kedárnáth Chattopádhyay.

B. L.—*Presidency College.*

Revatichandra Bandyopádhyay.
Upendrachandra Dev.
Srikrishna Mukhopádhyáy.
Aghornáth Chattopadhyáy.
Gopállál Mukhopádhyáy.
Hariprasád Dás.
Bireswar Chattopádhyáy.
Joygobind Some.
Bhupsen Sing.
Bihárilál Mukhopadhyáy.
Mohendranáth Ráy.
Mohammed Wajed.
Jogatdurlabh Basak.
Bijaykrishna Basu.
Novinchandra Basu.
Mahendranáth Bhattácháryya.
Gopálchandra Chakravarti.

Kálidhon Chattopádhyáy.
Sasibhushan Chattopádhyáy.
Narendranáth Chaudhuri.
Gorácháud Dás.
Hemnáth Dás.
Iswarchandra Dás.
Jagatchandra Dás.
Bhavánicharan Datta.
Priyanáth Datta, No. 2.
Trailokyanáth Datta.
Amvikácharan Ghosh.
Gopálchandra Ghoshal.
Akhilcharan Mallik.
Nivaranchandra Mukhopádhyáy.
Rámlál Sányál.
Rájendranath Set.
Upendrachandra Mitra.

Hooghly College.

Nandalál Ghosh.
Durgádás Mukhopádhyáy.
Kunjavihári Basu.
Dinanáth Dhar.
Mahendrachandra Mitra.
Rajaninátli Mitra.

Dacca College.

Piyárimohan Guha.
Haricharan Chakravarti.
Baikunthanáth Dás.

Kishnaghur College.

Jagadiswar Gupta.
Syámchand Ráy.
Srigopál Chattopádhyáy.
Prasanna Kumár Ghosh.

Berhampore College.

Kailás Chandra Ghosh.

Patna College.

Dwárikánáth Bhattácháryya.

B. M. 1870.

Bankavihári Gupta.

74. The Vice-Chancellor then addressed the Senate and Graduates as follows:—

Before passing on to review, as is customary, the history of the University since the last Convocation, I desire to say a few words on another subject. We have had, during the past year, to lament the loss of several Members of our Senate, to whose past exertions in the cause of education, much of what has been accomplished is due, and from whose future we had also much to expect. The loss which the Public Service has sustained by the death of the late Lieutenant-Governor of the Punjab, has been fittingly acknowledged by the highest authorities in the State. Nor is this the place for the expressions of private regard; but, in connection specially with the valuable educational experiments now being conducted in the Province which was under his charge, it is impossible not to mourn the deprivation of his great ability, his ripe experience, and his independent judgment.

The catholic zeal and the self-denying energy of the late Dr. Ogilvie cannot, perhaps, be rightly appreciated save by those among whom he so closely laboured for a period of more than twenty years; but it is only just to record, as our Syndicate has already done formally, how great have been the services which he rendered by his whole life to the cause of education, and especially by his good work in connection with the governing body of this University.

In Oudh, one of our newest Provinces, the comparatively advanced condition of education among all classes, bears testimony to the zeal, the energy, and the tact of the late Mr. Handford, and his loss is the more grievous because it has occurred in the prime of his career, and at the very commencement of his success.

I proceed now to consider briefly the working of the University during year 1870-71. The changes which have been made in the regulations of the University have been small, but not altogether unimportant. The Hon'ble Mr. Markby suggested an alteration in the regulations regarding the study of Law, and these proposals, slightly modified by the Faculty of Law, were accepted by the Senate. They consist in the substitution of a fuller teaching of Hindoo and Mahomedan Law for the somewhat superficial acquaintance with the Law of English Real Property previously required; and secondly, in the extension to two years of the period to be devoted to the study of Law after passing the B. A. Examination. The object of these changes is this—to make the teaching of Law more real and thorough.

The Examination for Licentiates in Law has been abolished. The High Court now holds an examination which confers on those that pass it the same privileges which the University license did, and there remained no good reason for continuing our separate examination, at which moreover few candidates usually presented themselves, and which has never been found necessary either at Madras or Bombay.

The next subject to which I shall ask your attention is the result of the recent University Examinations. I shall not detain you on this occasion with elaborate statistics, but shall content myself with indicating briefly the general results and the conclusions at which they seem to point. There were 1,905 candidates for Entrance, a number larger than has been reached in any previous year. Some of you may remember that not many years ago there was a considerable diminution in the number of candidates,

in consequence of certain strict regulations enforced by the Senate with the view of preventing candidates who were clearly unfit from presenting themselves for examination. This check to the progress of the University has now been fully surmounted, while the percentage of successful candidates, which has reached to nearly 58, or 10 per cent. in excess of the percentage of successful candidates last year, proves that the regulations to which I have alluded have had, at least to some extent, their intended effect.

Two other points may be noticed casually: The first is the greater success which has been achieved by students from the Upper Provinces. In the Entrance Examination their general position has been good, I may say exceedingly good. At the First Arts Examination, two students of the Lahore College, and one from the Delhi College, have been placed in the first class At the B. A. Examination, out of seven students in the first class, two were from the Agra College, and one of these stood second in order of merit. At the Examination for Honors in English, two candidates from Queen's College, Benares, were successful. The next point is the greater prominence which the classical languages of India are gradually assuming as subjects of Examination; and in connection with this matter, I may mention that Honors in Arabic for the first time appear in our class lists, and in this instance, too, the successful scholar comes from the North-Western Provinces.

The general conclusions to be drawn from the statistics seem to be, that the influence of the University is becoming from year to year more widely felt, and above all, that it is exerted to secure sound and accurate teaching. This last object has been for years the leading purpose of the reforms initiated by the governing body of the University, and I do not think it possible to exaggerate its importance.

The Poet Hesiod describes man as divided into three classes—the man who thinks in all things for himself and does his best

according to his convictions; next, the man who, though he does not think for himself, follows the counsels of those who teach aright; and, lastly, the man who neither thinks for himself nor weighs the teaching of others. It may be said, that for the most part, this classification is as true now as when it was first made three thousand years ago; and I do not think that any one could define more accurately the function of what has been termed "high education,"—the class of education with which the University is more immediately concerned—than by saying that it consists in the training of the Poet's first class. If this be so, surely it is of the first importance, I may say it is the one thing needful, that the class upon whom is to devolve the high task of thinking for their fellow countrymen, of acting as the leaders of public thought and opinion, should be taught, above all things, to think profoundly, to think accurately, to think honestly; and I am ready to confess, therefore, that if the University fails in this object, its seeming success is only superficial.

On the other hand, if we accept this definition of our object and keep it before our eyes, it will be comparatively easy to indicate not merely the policy which the University is bound to pursue, but the approximate limit of its immediate task.

The man of the Poet's first class—the man whom he styles πανάριστος will never be too common anywhere. The stir and hurry of civilized life, and, above all, of modern civilized life, is always unfavorable to the growth of a class of careful and single-minded thinkers. Indeed, the besetting danger of modern civilization probably arises from its material character, or at least from the prominence which it gives to material advantages. We, in India, are far from exempt from similar influences, and our utmost efforts will certainly not more than suffice for the creation of a thinking class proportionate in its extent to the true requirements of the country.

No doubt, the material advantages of high education—particularly in India—will always supply incentives to its pursuit. This

is only natural, but those who seek these advantages alone, or even mainly, can rarely claim high rank among that class of thinking men to whom the Poet awards the place of honor. And even to the extension of this secondary form of high education, there is a natural limit. Whatever the material advantages to which high education leads may be, their extent must always be determined by the demand which the social condition of the country affords for education of that class. The matter must be ruled by the ordinary laws of competition, and, whenever the number of competitors is large the average success will be disappointing and the attractions of this class of education will diminish. I should hardly have deemed it necessary to dwell on so obvious a proposition, had not circumstances accidentally brought to my notice the extent to which erroneous ideas on the subject prevail. In the struggle for material success, Graduates of the University stand precisely on the same footing as other men, and they must recognize the fact that University success should be the earnest, not the substitute, of future exertion; it is neither reasonable nor possible that they should be exempted from competition. It is not reasonable because the training they have undergone ought to make them fitter for it than others; it is not possible because the stern necessities of life make it every day more imperative that those only should be selected for the opportunities and rewards of success who are best fitted, whether it be by University training or otherwise, to make the best use of them.

To return, however, from this digression: Enough has, perhaps, been said to show that there is a natural limit to the demand for high education, and in this sense to the direct action of the University itself. It is not, however, to be inferred that we have reached that limit; indeed, I fear there is little chance of our reaching it within the cognizance of any one now living; but if it be once conceded that there is a natural limit to the province of high education, then the concession brings me to the conclusion at which I wish to arrive, which is this: There is much more to be

done, beyond that limit, which must be done, and done mainly by some separate agency independent of the University. In other words, the University alone can never take the place of a complete system of national education; it must, indeed, ever form an essential part of such a system, must be the head and life of it, but it must be supplemented by something more. While it stands alone, it is like—if I may be allowed to reproduce an image to be found in the Arabian Nights—a head living, speaking, and thinking, attached to a body of stone; and to apply the general truth, and as India now is, even if the University ever succeeds in adequately supplying the first class of which the Poet speaks, there is still but little to represent even the next class; the class that is of intelligent men who, if they do not think for themselves, are yet content to follow right teaching; while the vast mass belonging to his third class, are those whom the Poet describes as neither thinking for themselves, nor able to appreciate the teaching of others, and whom he justly stigmatizes as "unprofitable."

If matters, however, in respect to this division of man have not much altered for the better in India, or perhaps anywhere since the Poet wrote, at least we now know at least one thing more. We know that there is no *necessity* for the existence of his third class at all, and that the absorption of this ignorant mass into the class above, that is into the class of those who have at least the intelligence to follow wise teaching is not only possible but practicable, nay more than this, that it is not only practicable, but that it will become sooner or later everywhere inevitable.

It is no new discovery that the strength of a State consists in the individual worth of its citizens. You to whom the well-known lines of Sir William James*—so intimately connected with the literary traditions of Calcutta—must be familiar, should know at least this much; but it has taken many centuries to show that it is practicable to raise the intellectual status of the mass of the people, and to ensure to each unit among them such training as

* Ode in imitation of Alcæus.

shall transform him from an unthinking helot into an intelligent and useful citizen.

What the result of infusing such a measure of general intelligence among the mass of the people will be is not doubtful. If there be any lesson more plainly to be drawn than another from the late terrible war, it is that of the immeasurable importance to a state of this indefinite multiplication of individual intelligence of its citizens. It is not, perhaps, too much to say, that it is to their superiority in this respect that the victors in the late contest mainly owe their success; this superiority has, indeed, been felt, in so many ways, that this is not the place nor the occasion fully to follow out the lesson; but it may be learned even from their very military operations. It is their superiority in general training and intelligence which, as attested by all witnesses, has given spirit and vigor to their admirable military organization, and which has, indeed, it may be said, alone made that organization possible.

But this effect of the greater or lesser intelligence of the body of her citizens will be at least as surely felt by every State, in the honorable competitions of peace as in the hateful struggles of war. Beyond all question, within a very short cycle of years, the comparative rank and influence of nations will be mainly determined by the standard of intelligence among the body of their citizens; and this truth once admitted, nations must obey its teaching: they must obey it, that is, under the penalty of losing their power, their influence, nay, in a measure, their material prosperity.

As regards India, no doubt we have a task to accomplish of incomparably greater difficulty than elsewhere. The mass is greater, the ignorance more dense, the means of improvement far less; but the task must be accomplished nevertheless; and if those to whom the welfare of India is dear, desire to see her assume and maintain her proper place in the commonwealth of nations, it is not for them to act the part of sluggards, or to listen to the cry of "a lion in the way."

Measures will, I hope, shortly be laid before the governing body of this University, the intention of which is to lend, as far as possible, the indirect aid of our influence and our machinery to the wider spread of general education, and I trust that these measures will effect some good.

Still, as I said before, that what has to be done must be done mainly by independent effort. I know that there are many among the educated Natives of this country, among University Graduates, who have their country's interest sincerely at heart. If they really are in any measure what I have designated them, the leaders of thought and opinion among their fellow-countrymen, let me once again remind them, that this welfare mainly depends upon them, and that they must lend the aid of their acquirements and their influence to the improvement of the intellectual status of the mass of their fellow-countrymen. All external efforts towards the desired end will effect but little, unless seconded from within, and whether those efforts from within are to be made or not, depends in no small degree on the influence which they exert on their countrymen. But those efforts must be made energetically and at once, unless they wish India to be passed by other countries with far less natural advantages, in the road to greatness and prosperity.

Gentlemen,—It was but a few months ago, that your Senate assured the Royal Prince who visited this City, that the University was still in its infancy, yet, that in our belief, no institution of Western origin had taken so firm a root in the minds of the people of India.

I believe this to be strictly true; but I fully admit that the question how far the growth of University institutions in this new soil has been sound and healthy, must be judged not by rank and showy luxuriance, but by the fruit produced; by the character that is of the men whom year by year we send out, on what, as I have urged to-day, depends the advancement, in every respect, of the whole nation. It is the reality of our

progress in this direction that must always be the criterion of our success.

At the same time I think that while we cannot too jealously watch the effect of our teaching, so, on the other hand, the direct influence of the University cannot be too widely extended; it is impossible to overestimate the advantage of an uniform policy in the direction of education all over the country; and of an uniform standard by which to measure its progress and to try its results, and it is for this reason that I hail, with especial pleasure, the signs that our University is year by year extending its influence to more distant territories, and I confess that I look with regret, I may say almost with dismay, upon any proposals to limit its influences, or to replace them by others of a narrower and more provincial growth.

I believe that our own system is capable of developement in order to meet all local as well as national requirements, but even if it were otherwise, I do not think that the lesser should be allowed consideration to the detriment of the wider interest.

Believing, therefore, in the great capabilities for good which are inherent in the constitution of our University, I trust that these will, in the future, be permitted to attain their full natural developement. If this be so, and the counsels of the University are animated by the same spirit which has hitherto guided it, I confidently believe that the success of the University will assuredly become both wider and more sound, and that it will continue, year by year, to establish further claims on the consideration of the people of India.

The Vice-Chancellor then declared the Convocation dissolved.

J. SUTCLIFFE.
Registrar.

(Confirmed).

E. C. BAYLEY,
Vice-Chancellor.

MINUTES

OF

THE FACULTY OF LAW

FOR THE YEAR 1870-71.

No. 3.

The 25th March.

Present:

THE HON'BLE THE OFFG. CHIEF JUSTICE, *in the Chair.*

MR. BELL.

MR. MARINDIN.

THE HON'BLE MR. JUSTICE MACPHERSON.

75. The Faculty proceeded to elect a President and representative in the Syndicate for 1871-72.

IT WAS RESOLVED :—That the Hon'ble Mr. Justice Macpherson be elected President and representative in the Syndicate for 1871-72.

J. SUTCLIFFE,

Registrar.

(Confirmed).

J. P. NORMAN,

President.

MINUTES

OF

THE FACULTY OF ENGINEERING

FOR THE YEAR 1870-71.

No. 1.

The 1st April.

Present:

COL. NICOLLS, *in the Chair.*
MR. ATKINSON.
MR. SUTCLIFFE.

76. The Faculty met to elect a President and representative in the Syndicate for the year 1871-72.

Colonel Nicolls was re-elected President and representative of the Faculty in the Syndicate for the year 1871-72.

J. SUTCLIFFE,
Registrar.

(Confirmed).

J. E. T. NICOLLS,
President.

MINUTES

OF

THE SYNDICATE

FOR THE YEAR 1870-71.

No. 8.

The 1st April.

Present :

THE VICE-CHANCELLOR, *in the Chair.*
THE REVD. K. M. BANERJEA.
MR. ATKINSON.
THE REVD. DR. MURRAY MITCHELL.
DR. EWART.
COL. NICOLLS.

77. The Examiners for Honors in Law reported that Baboo Ráshvihári Ghose, B. L., had passed an examination which entitled him to Honors.

ORDERED :—That the report be confirmed, and the name of the successful candidate be published in the *Gazette.*

78. The Examiners in Medicine reported that the undermentioned students had passed the examination :—

SECOND M. B. EXAMINATION.

Second Division.

Mitra, Bankavihari ... ... Medical College.

SECOND L. M. S. EXAMINATION.

In Alphabetical order.

Bandyopádhyáy, Avinaschandra	...		Medical College.
Bara, Sivrám	...	...	Ditto.
Basu, Gopáulchundra	...	...	Ditto.
„ Krishnacharan	...	...	Ditto.
Bhattácháryya, Nundalál	...	...	Ditto.
„ Sivchandra		...	Ditto.
Chakravarti, Suryyakumár		...	Ditto.
Chaudhuri, Kaliprasanna	...	...	Ditto.
Dás, Chunilál	...	...	Ditto.
Datta, Brajendrakumár	...	...	Ditto.
„ Haralál	...	...	Ditto.
De, Jadunáth	...	...	Ditto.
Dhol, Bepinvihári	...	...	Ditto.
Gupta, Avinaschandra	...	...	Ditto.
„ Dwarikanáth	...	...	Ditto.
Láhá, Navinchandra	...	..	Ditto.
Lutful Khabir	...	...	Ditto
Majumdár, Amritalál	...	...	Ditto.
Mallik, Rájendranath	...	...	Ditto.
Mitra, Denonath	...	...	Ditto.
Mukhopadhyay, Kesavchandra		...	Ditto.
Sarkár, Nandalál	...	...	Ditto.
Sen, Makhodácharan		...	Ditto.
„ Piyárilál	...	...	Ditto.
Sinha, Purnachandra	...	...	Ditto.
Zalnur Ali Ahmed	...	...	Ditto,
Zuhur Uddin ...	...	...	Ditto.

FIRST M. B. EXAMINATION.

Second Division.

In Alphabetical order.

Ghosh, Nilmani	...	...	Medical College.
Sarkár, Krishnagopál	...	...	Ditto.

First L. M. S. Examination.

In Alphabetical order.

Bandyopádhyay, Kisarilál		...	Medical College.
Basu, Dharmadás	...	...	Ditto.
„ Haranáth	...	...	Ditto.
„ Hemnáth	...	...	Ditto.
„ Kesavchandra	...	...	Ditto.
„ Ramánáth	...	...	Ditto.
Bhattácháryya, Amritalál...		...	Ditto.
„ Durgádás ...		...	Ditto.
Chakravarti, Sastivar	...	...	Ditto.
Chattopádháy, Rajanikumár		...	Ditto.
Chaudhuri, Brajanáth	...	...	Ditto.
Dás, Benimádhav	...	...	Ditto.
„ Purnachandra	...	...	Ditto.
„ Ramkumar	...	...	Ditto.
Datta, Baikunthanáth	...	...	Ditto.
„ Balakrishna	...	...	Ditto.
„ Binoykrishna	..	...	Ditto.
„ Novinchandra	...	...	Ditto.
De, Ramankrishna	...	...	Ditto.
Ghosh, Jogendranáth	...	...	Ditto.
Gupta, Chandrakumár	...	...	Ditto.
Haldar, Prasitosh	...	...	Ditto.
Láhá, Asutosh	...	...	Ditto.
Lahiri, Bhusanchandra	...	...	Ditto.
Majumdár, Aadaprasannd		...	Ditto.
Mukhopádhyáy, Gyanendranáth		...	Ditto.
„ Hemchandra		...	Ditto.
Munsi, Amritalál	...	...	Ditto.
Nandi, Kunjavihari	...	...	Ditto.
Pál, Bholanáth	...	...	Ditto.
„ Janokináth	...	...	Ditto.
„ Tarinicharan	...	...	Ditto.

Ráhá, Kamal Krishna	...	...	Medical College.
Ráy, Devendranáth	...	...	Ditto.
„ Rammay	...	...	Ditto.
Sarkár, Jadavkrishna	...	...	Ditto.
Sen, Isanchandra	...	...	Ditto.
„ Umeschandra	...	...	Ditto.

ORDERED—

(1).—That the names of the passed candidates be published in the *Gazette*.

(2)—That the question of raising the fees for admission to the Examination be referred to the Faculty of Medicine for consideration.

79. The Sub-Committee for selecting subjects in languages for the Examinations in Arts recommended the following for the approval of the Syndicate :—

ENTRANCE EXAMINATION, 1873.

English.

Goldsmith	...	...	Selections from the Bee.
Washington Irving		...	„ „ Sketch Book.
Todd	...	...	Extracts from the Student's Manual.
Cowper	...	..	„ „ „ Task.
Pope	...	...	Iliad, Book VI.
Campbell	...	...	Extracts from the Pleasures of Hope.

Greek.

Xenophon	...	...	Memorabilia, Book I.
Homer	...	...	Iliad, Book VI.

Latin.

Cæsar	...	...	De Bello Gallico, Book II.
Ovid	...	...	Tristia, Selections I—XII.

Sanskrit, Arabic, Persian, Urdu.

As in 1872.

Bengali.

As in 1862.

Hindi.

Rámáyan	...	... Balkanda, Pandit Ram Jasan's Edition.
Prem Ságor	...	... Chapter 51 to the end.
Rajniti	...	... From page 80 to the end, Hall's Edition.

Oorya.

Rámáyan	...	... Sundrákándu (Calcutta School Book Society's Edition).
Hitopadesha	...	... Books I. and II. (Calcutta School Book Society's Edition).
Rughuvansa	...	... (Calcutta School Book Society's Edition).

Armenian.

History of Armenia	...	Books I. to III.

Burmese.

As in 1872.

FIRST EXAMINATION IN ARTS, 1873.

English.

Addison	...	... Cato.
Milton	...	... Paradise Lost, Book I.
Pope	...	... The Temple of Fame.
Scott	...	... Introduction to the First Canto of Marmion.
Addison	...	... Papers from the Spectator.

Greek.

Euripides	...	... Medea.
Herodotus	...	... Euterpe, Book II.

Latin.

Propertius	... ...	Selections, I—IV.
Ovid	...	Miscellanea, Selections I—VI.

Sanskrit and Arabic.

As in 1872.

B. A. EXAMINATION, 1874.

English.

Shakspeare	... ...	Hamlet.
Ditto	... ...	Much Ado about Nothing.
Milton	... ...	Comus and Sonnets.
Macaulay	... ...	Essay on Milton.
Bacon	... ..	Advancement of Learning, Book II.
Campbell	... ...	Rhetoric, as in 1873.

Typical Selections from the best English Authors, pages 283 to 400 (Clarendon Press Series.)

Greek.

Sophocles	... ...	Œdipus Rex.
Thucydides	... ...	Book II.

Latin.

Martial	... ...	Selections, I—XII.
Persius	... ...	Ditto I—III.
Juvénal	... ...	Ditto I—III.
Tacitus	... ...	Histories, Book I.

Sanskrit.

Rughuvansa	... ...	Books, I—IX.
Sakuntalá	.. ..	Devanágri Recension.

Arabic.

Tarikhi-Yamini	...	As contained in Selections by Colonel Lees.
Hamasah, first 31 pages	...	
Mutanabbi ...	...	

RESOLVED :—

That the Selections be adopted.

80. The following gentlemen were appointed to conduct the Examination in Civil Engineering :—

Lieutenant Broadbent.
Mr. Downing.
Mr. Sutcliffe.
Mr. Locke.

81. The Registrar reported that he had made a further investment of Rs. 1,000 in 4 per cent. Securities on account of the Premchand Fund, as per following memo. :—

	Rs.	A.	P.	Rs.	A.	P.
¾ per cent. Government Security, No. of 1865 ...	1,000	0	0			
Less interest from 17th March to 1st May 1871, being 1 month and 14 days, at 4 per cent. ...	4	14	2			
	995	1	10			
Less discount on do., at ⅔ per cent.	21	14	0			
				973	3	10
Commission on purchase, at ¼ per cent.			...	2	8	0
Total ...				975	11	10

ORDERED—

That the investment be approved.

82. Read Resolution of the Government of India, No. 805, dated 16th February 1871, directing that the receipts and charges of the University be transferred from the budget estimate and accounts of the Bengal Presidency to those of the Government of India, from the year 1871-72.

ORDERED—

To be recorded.

83. The Syndicate proceeded to consider the replies of the Local Governments to the Vice-Chancellor's minute.

RESOLVED—

(*a.*) That for the better encouragement of Vernacular Education and Literature, an examination in Vernaculars be instituted by the University, on the plan of the middle class examinations conducted by British Universities, and that regulations for the conduct of this examination be laid before the Senate for approval and confirmation, after the details have been settled by the Syndicate in consultation with the Faculty of Arts and the Educational Authorities of the several Local Governments.

(*b.*) That a Convocation for conferring degrees upon graduates of the North-Western Provinces, the Punjab, Oudh, and the Central Provinces be held annually at Allahabad.

(*c.*) That notices of meetings of the Faculty of Arts for the discussion of all business of importance be circulated to all members, resident and non-resident, in order that any minute they may forward to the Registrar may be laid before the Meeting of the Faculty.

The Registrar was directed to send a copy of these Resolutions to the Local Directors of Public Instruction, and to ask their co-operation and advice in framing regulations for the conduct of the proposed examination in the Vernaculars.

84. Read a letter from a student of Bishop's College, asking to be permitted to take up, at the First Examination in Arts of 1871, Kumára Sambhava in Sanskrit and Book I of Livy in Latin.

ORDERED—

That permission be granted.

85. The following contingent bills were passed :—

	Rs.	A.	P.
2 Bills for Service Postage Stamps	40	0	0
1 Bill, Messrs. Harman & Co., for safe custody of gowns ...	50	0	0
2 Bills, *Englishman* Press, for Advertisements	6	4	0
1 Bill, Librarian, Presidency College, for superintending the Examinations	30	0	0
1 „ Kavyaprakas Press, for printing Sanskrit questions ...	21	0	0
1 „ Mint Master, Calcutta, for 2 Gold Medals	191	15	0
2 Bills, Messrs. Thacker, Spink & Co., for Prize Books... ...	200	0	6
1 Bill sundry expenses incurred during the last two months ...	175	11	0
1 „ Remuneration to Mr. Sutcliffe for superintending the printing of Examination papers	250	0	0
1 „ for printing Examination papers in London—1st instalment	550	0	0
TOTAL Rs. ..	1,514	14	6

(Confirmed).

E. C. BAYLEY, *Vice-Chancellor.*

J. SUTCLIFFE, *Registrar.*

Report of the Syndicate on the business of the year 1870-71.

The usual examinations have been held during the year in Arts, Law, Medicine and Engineering, and a tabular statement is appended, showing the general result and affording a comparison with the results of former years.

Entrance Examination.

For the Entrance Examination there were 1,905 candidates, of whom 1,099 passed, 765 failed, and 41 were absent. Of the successful candidates, 202 were placed in the first division, 587 in the second, and 310 in the third. Of the 765 candidates who failed, 543 failed in English, 302 in the second languages, 237 in History and Geography, and 421 in Mathematics. The number of candidates at this Examination was larger than in any former year, being an increase of 175 on the number in 1869. There was an increase of 130 in the number of candidates from Bengal, as compared with 1869, of 51 from the N. W. Provinces, of 20 from the Central Provinces, and of 10 from Oudh; whilst there was a decrease of 32 in the number from the Punjab, and of 4 from Ceylon. The result of the Examination compares favorably with that of any former year.

The following statement gives the number of failures in one subject only :—

English ..	141	History and Geography	17
Second languages	41	Mathematics ...	85

A classification of the candidates according to the second languages they took up gives the following result :—

Number of Candidates.	Number examined in								
	Bengali	Sanskrit	Urdu	Persian.	Arabic.	Latin.	Hindi	Oorya.	Armenian.
1,905	338	1,131	263	4	38	84	37	4	6

This statement shows that in the Lower Provinces Sanskrit has almost completely supplanted Bengali in the higher schools as a second language. In 1868 there were 1,095 candidates who took up Bengali, and only 249 who took up Sanskrit. The corresponding figures for 1869 were 574 and 770, and for 1870, they are 338 and 1,131. The study of Arabic in lieu of Urdu progresses more slowly: in 1869, there were 250 candidates with Urdu, and 17 with Arabic, as their second languages; whilst this year the corresponding figures are 263 and 38.

The following tabular statements show the Provinces from which the entrance candidates came up, and the religion professed :—

PROVINCES.

	Number of Candidates.	Number passed.			
		First Division.	Second Division.	Third Division.	Total.
Bengal	1,566	157	452	257	866
N. W. Provinces ...	175	26	65	23	114
Punjab	74	6	30	15	51
Central Provinces ...	26	1	12	8	21
Oudh	53	11	20	5	36
Ceylon	11	1	8	2	11
Total ...	1,905	202	587	310	1,099

RELIGION.

BENGAL.

	Number of Candidates.	Number passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus	1,323	121	379	228	728
Mahomedans	73	5	22	12	39
Christians	67	16	23	4	43
Brahmists and Deists ...	103	15	28	13	56
Total ...	1,566	157	452	257	866

N. W. PROVINCES.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus	128	18	45	17	80
Mahomedans	21	...	10	5	15
Christians	24	8	8	1	17
Brahmists and Deists ...	2	...	2	...	2
Total ...	175	26	65	23	114

PUNJAB.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus	58	4	27	9	40
Mahomedans	9	...	1	4	5
Christians	6	2	2	2	6
Brahmists and Deists ...	1				
Total ...	74	6	30	15	51

CENTRAL PROVINCES.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus	19	...	9	7	16
Mahomedans	2	...	2	...	2
Christians	5	1	1	1	3
Total ...	26	1	12	8	21

OUDH.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus	37	6	14	4	2
Mahomedans	5		2	1	3
Christians	8	5	1	...	6
Brahmists and Deists ...	3	...	3	...	3
Total ...	53	11	20	5	36

CEYLON.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Christians ...	11	1	8	2	11

First Examination in Arts.

For the First Examination in Arts 540 candidates were registered, of whom 233 passed, 255 plucked and 12 were absent. Of the successful candidates, 28 were placed in the first division, 108 in the second, and 97 in the third. Of the unsuccessful candidates, 230 failed in English, 105 in the second languages, 89 in History, 158 in Mathematics, and 93 in Philosophy. The number of candidates at this Examination was also larger than in any former year, being 20 in excess of the number in 1869, and 117 in excess of the number in 1868. From Bengal there was a decrease of 3 in the number of candidates, as compared with 1869, whilst there was an increase of 10 candidates from the North-Western Provinces; of 1 from the Punjab, of 6 from Oudh, of 5 from the Central Provinces, and of 1 from Ceylon.

The following statement gives the number of candidates who failed in one subject only :—

English ...	... 72	Mathematics	... 17
Second languages	.. 8	Philosophy	.. 3
History ...	... 1		

A classification of the candidates according to the second languages they took up gives the following result :—

Number of Candidates.	Number examined in		
	Sanskrit.	Arabic.	Latin.
540	484	44	12

The following statements show the Provinces from which the candidates came up, and the religion professed :—

PROVINCES.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Bengal ...	459	25	84	76	185
North-Western Provinces ...	42	...	9	15	24
Punjab	20	3	9	3	15
Central Provinces ...	6	...		1	1
Oudh	11	...	4	2	6
Ceylon	2	...	2	...	2
Total ...	540	28	108	97	233

RELIGION.

BENGAL.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus	373	23	67	62	152
Mahomedans	9	1	1	2	4
Christians	16	...	3	2	5
Brahmists and Deists ...	61	1	13	10	24
Total ...	459	25	84	76	185

N. W. PROVINCES.

	Number of Candidates	Number Passed.			
		First Division.	Second Division.	Third Division.	Total
Hindus	36	...	8	12	20
Mahomedans	4	...	...	3	3
Christians	2	...	1	...	1
Total ...	42	...	9	15	24

PUNJAB.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total
Hindus	18	3	8	3	14
Mahomedans	1	...	1	...	1
Other religionists .	1	...	...	...	...
Total ...	20	3	9	3	15

CENTRAL PROVINCES.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus	5	...	...	...	...
Christians	1	...	...	1	1
Total ...	6	...	...	1	1

OUDH.

	Number of Candidates.	Number Passed.			
		First Division	Second Division.	Third Division.	Total.
Hindus	6	...	2		2
Mahomedans	5	...	2	2	4
Total ...	11	...	4	2	6

CEYLON.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Christians	2	...	2	...	2

B. A. Degree Examination.

For the Degree of B. A. there were 212 candidates, of whom 84 passed, 123 were plucked and 5 were absent. Of the passed candidates, 7 were placed in the first division, 35 in the second, and 42 in the third. Of the plucked candidates, 89 failed in English, 22 in the second languages, 26 in History, 90 in Mathematics, 30 in Philosophy, and 58 in the optional subjects.

The following statement gives the number of candidates who failed in one subject only :—

English	11	Mathematics	9
Second languages ...	1	Philosophy	0
History	0	Optional subjects ...	3

A classification of the candidates according to the second languages they took up gives the following result :—

Number of Candidates.	Number examined in		
	Latin.	Arabic.	Sanskrit.
212	7	9	196

The Provinces from which the candidates were drawn and the religion professed are shown in the following table :—

PROVINCES.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Bengal ...	201	4	34	40	78
North-Western Provinces ...	5	2	1	1	4
Punjab ...	4	1	...	...	1
Oudh ...	2	...	...	1	1
Total ..	212	7	35	42	84

RELIGION.

BENGAL.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus ...	151	3	24	29	56
Mahomedans ...	2	...	...	...	...
Christians ...	6	...	...	2	2
Brahmists and Deists ...	42	1	10	9	20
Total ...	201	4	34	40	78

N. W. PROVINCES.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus ...	5	2	1	1	4

PUNJAB.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus ...	3	1	...	...	1
Christians ...	1	...	...	...	...
Total ...	4	1	...	...	1

OUDH.

	Number of Candidates.	Number Passed.			
		First Division.	Second Division.	Third Division.	Total.
Hindus ...	1	...	...	...	...
Christians ...	1	...	...	1	1
Total ...	2	...	...	1	1

Honor Examination in Arts.

There were 27 candidates for Honors in Arts, of whom 26 passed, 2 being placed in the first class, 13 in the second, and 11 in the third. For the Degree of M. A. there were 12 candidates, of whom 9 were successful. The Institutions from which the candidates came up, the subject of Examination, and the number passed, are shown in the following table :—

HONORS IN ARTS.

Names of Institutions.	English.		Sanskrit.		Arabic.		History.		Mathematics.		Mental and Moral Philosophy.		Natural & Physical Science.	
	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.
Presidency College	7	7	...	...	...	...	1	1	4	3	4	4	1	1
Sanskrit College	...	...	2	2	...	...	...	...	...	...	...	...	...	...
Agra College	...	...	...	...	1	1	...	...	...	...	...	...	...	...
Queen's College, Benares	2	2	...	...	...	...	...	...	...	...	...	...	...	...
Hooghly College	1	1	...	...	...	...	...	...	...	...	...	...	...	...
Kishnagher College	...	...	...	...	...	...	2	2	...	...	...	...	...	...
Cathedral Mission College	...	...	...	...	...	...	1	1	...	...	...	...	...	...
General Assembly's Institution ...	1	1	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	11	11	2	2	1	1	4	4	4	3	4	4	1	1

M. A. DEGREE.

Names of Institutions.	English.		Sanskrit.		History.		Mathematics.		Mental and Moral Philosophy.		Natural & Physical Science.	
	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.
Presidency College	1	1	...	...	...	...	...	...	...	...	1	...
Sanskrit College	...	...	3	3	...	...	...	...	...	...	...	...
Hooghly College	1	1	...	...	...	...	...	...	...	...	...	...
Dacca College	...	...	...	...	...	...	1	...	...	...	...	...
Kishnaghur College	...	...	...	...	...	...	1	...	...	...	...	...
Free Church Institution	1	1	...	...	...	...	...	...	...	...	...	...
L. M. S. Institution, Bhowanipore	...	...	...	...	...	...	...	...	1	...	...	...
General Assembly's Institution	...	...	...	...	1	1	...	...	...	...	...	...
Patna College	...	...	...	...	...	...	...	...	1	1	...	...
Total	3	3	3	3	1	1	2	...	2	1	1	1

Law Examination.

For the B. L. Examination there were 83 candidates, of whom 19 passed in the second division, and 33, who attained only the standard of marks for a License in Law, were passed as Licentiates. Under Clause 7 of the B. L. Regulations, the latter, having graduated in Arts, were declared to be entitled to the Degree of Bachelor in Law upon payment of the usual fee of Rs. 30. This anomaly is now no

longer possible, as Clause 7 has been abolished from 1st January 1871. The following table shows the Colleges from which the candidates appeared, and the number passed according to strict rule, and under Clause 7 above mentioned :—

Names of Institutions	Number of Candidates.	Number Passed.		Total
		Second Division.	Under Clause VII.	
Berhampore College ..	1		1	1
Dacca College	4	1	2	3
Hooghly College	9	3	4	7
Kishnaghur College	7	3	1	4
Patna College .. .	2		..	...
Presidency College	60	12	24	36
Total ...	83	19	32	51

For the Licence in Law there were 27 candidates, of whom 12 were successful. The following statement shows the Colleges from which the candidates came up, and the number passed :—

Names of Institutions.	Number of Candidates.	Number Passed.
Berhampore College	4	3
Dacca College	3	3
Hooghly College	1	..
Kishnaghur College	3	2
Patna College	1	...
Presidency College	15	4
Total ...	27	12

One candidate, Baboo Rashvihári Ghosh, came up for honors in Law, and the Examiners have passed him.

Examination in Medicine.

For the First M. B. Examination there were 2 candidates, both of whom passed in the second division. For the first L. M. S. Examination

there were 58 candidates, of whom 38 passed. For the second M. B. Examination there were 2 candidates, of whom one passed in the second division, For the second L. M. S. Examination there were 29 candidates, of whom 27 passed.

L. C. E. Examination.

There were 9 candidates for a Licence in Engineering, of whom 1 passed in the first division, and 2 in the second.

Premchand Roychand Examination.

The Examination for a studentship on the foundation of Premchand Roychand resulted in the election of Baboo Sáradá Charan Mitra, M. A., of the Presidency College, who took up English, Sanskrit, History, and Political Economy. The investments on account of this fund now amount to Rs. 2,16,000 in 5 per cents., and 3,500 in 4 per cents.

Tagore Law Professorship.

The Tagore Law lectures for 1870 have been printed, and of the 500 copies for gratuitous distribution by the University, about 400 copies have already been distributed. The Syndicate, in consultation with the Faculty of Law and the Professor, have decided that the Hindu Law of Inheritance should form the subject of lectures in 1871; and the Professor is now engaged in delivering his second course of lectures on Saturdays at the Presidency College.

The following institutions have been affiliated during the year:—

St. Peter's College, Agra; London Mission School, Benares	In Arts.
Queen's College, Benares	In Law.

Entrance Rule of age.

At page 5 of the Minutes for the year, a despatch from Her Majesty's Secretary of State for India will be found, in which University and College Authorities are requested to use strict precautions for preventing the possibility of any misunderstanding on the part of

Native candidates, as to the right interpretation of the Rule of age for admission. Further, it is requested that the University should require candidates to furnish before admission clear proof of their having attained the age prescribed in the Regulations. The Government of India in forwarding this despatch drew the attention of the Syndicate to these requests, and directed that the measures taken to carry them into effect be reported. The Syndicate do not at present see how it will be possible to exact from Native candidates clear proof of having attained the prescribed age: but to prevent the possibility of any misunderstanding as to the right interpretation of the Rule of age, it was decided that the following instruction to Educational authorities should be prefixed to the certificates which they are required to sign :—

"The Authorities signing this Certificate are requested to use strict precautions for preventing the possibility of any misunderstanding, on the part of any candidate, as to the right interpretation of the rule regarding the age of admission, namely, that he is not eligible for admission unless he will have completed 16 years from the date of birth on the 1st of March next."

Later in the year, a petition from the parents and guardians of pupils in Calcutta preparing for the Entrance Examination was received, in which the Syndicate were urged to abolish the limits of age for Entrance Candidates, on the ground that it was a cause of hardship to many and tended to foster a deplorable evil. The Syndicate, after giving the fullest consideration to all the reasons put forward in this petition, came to the conclusion that the best interests of Education were promoted by the maintenance of the present Rule of age, and they therefore declined to recommend the Senate to sanction its abolition.

Law Regulations.

The revised Regulations in Law, which received the sanction of the Senate on 26th November last, have been approved by the Governor General in Council, and have taken effect from 1st January 1871.

Proposed changes in Arts Regulations.

Baboo Rájendralál Mitra has submitted the following proposals to the Syndicate :—

(1). That some knowledge of the rudimentary principles of Natural and Physical Science should be required from Entrance Candidates.

(2). That a higher standard in Natural and Physical Science should be laid down for candidates for the First Examination in Arts.

The Syndicate have requested the following gentlemen to form a Committee to report on the best mode of introducing the study of Natural and Physical Science into Schools and Colleges in India :—

Mr. Woodrow.	Mr. Blanford.
Dr. Ewart.	Mr. Clarke.

On receiving the report of this Committee the question will receive the consideration which its importance demands.

Vice-Chancellor's Minute.

The replies of the Local Governments to the Minute of the Vice-Chancellor on the proposals of the Lieutenant Governor of the North-Western Provinces, for giving to those interested in Education in the Upper Provinces a more direct influence in the Councils of the University, and for the better encouragement of Vernacular Education will, be found in the Minutes of the year.

The Syndicate, after mature consideration of the many valuable suggestions which these replies contain, have passed the following Resolutions :—

(*a*) That for the better encouragement of Vernacular education and literature an examination in Vernaculars be instituted by the University, on the plan of the Middle class examinations conducted by British Universities, and that regulations for the conduct of this examination be laid before the Senate for approval and confirmation after the details have been settled by the Syndicate in consultation with the Faculty of Arts and the Educational Authorities of the several Local Governments.

(*b*) That a convocation for conferring degrees upon graduates of the North-West Provinces, the Punjab, Oudh, and the Central Provinces be held annually at Allahabad.

(*c*) That notices of meetings of the Faculty of Arts for the discussion of all business of importance be circulated to all Members, resident and non-resident, in order that any minute they may forward to the Registrar may be laid before the meeting of the Faculty.

The Registrar has been requested to make known these resolutions to the Local Directors of Public Instruction, and to ask their co-operation and advice in framing regulations for the conduct of the examination in Vernaculars. After receiving their replies the Syndicate will submit the papers to a Sub-Committee of the Faculty of Arts, with a view to the preparation of a definite scheme adapted as far as possible to meet the wants of the different provinces in which the examination may be held. This scheme will afterwards be laid before the Faculty of Arts for approval or modification, and in its final form before the Senate for sanction.

Finance.

A statement of receipts and disbursements, from 1st April 1870 to 31st March 1871, is subjoined. It shows that the expenditure has exceeded the receipts by Rs. 3,248-1-5; but that, if the sum of Rs. 2,488 paid on account of medical scholarships be deducted, the charge of the University to Government has been Rs. 760-1-5.

To this, however, must be added Rs. 1,136-0-0 on account of printing bills which have been adjusted between the Superintendent of Government Printing and the Accountant General.

RECEIPTS.	Rs. As. P.	Rs. As. P.
From Government	.. ..	47,385 13 2
FEES		
Entrance Examination	19,050 0 0	
First Examination in Arts	10,800 0 0	
B A. Degree Examination	6,360 0 0	
Honors in Arts Examination	1,350 0 0	
M. A. Degree Examination	600 0 0	
B L. Degree Examination	2,490 0 0	
B. L. Degree, Under Clause VII... ...	960 0 0	
Honors in Law Examination	100 0 0	
Licence in Law Examination	675 0 0	
L. M. S and B. M First Examination ...	310 0 0	
L M. S. and B. M. Second Examination ...	625 0 0	
L. C. E. Examination	225 0 0	
Duplicate Certificates...	34 0 0	
		43,579 0 0
BOOK FUND		
Proceeds from the Sale of University Publications	....	397 11 9
GOWN FUND		
Contributions to the Gown Fund ...	....	125 0 0
TOTAL Rs. ...	.....	91,487 8 11

DISBURSEMENTS.	Rs. As. P.	Rs. As. P.
Establishment	5,269 0 0	
Office Rent . . .	1,200 0 0	
Scholarships	2,488 0 0	
Remuneration to Examiners ..	32,379 0 0	
Contingencies	6,014 13 2	
		47,349 13 2
Paid into the General Treasury as per Sub-Treasurer's Receipts .	....	44,137 11 9
TOTAL Rs. .	. ...	91,487 8 11

The following gentlemen have been appointed Fellows of the University by the Governor General in Council :—

The Hon'ble G. C. Paul.
The Hon'ble C. A. Turner.
The Hon'ble R. Spankie.
J. W. Sherer, Esq., C.S.I., C.S.
H. G. Keene, Esq., C.S.
H. Bell, Esq., C.S.
J. D. Sandford, Esq., M.A., C.S.
Surgeon J. C. Brown, C.B.
Surgeon J. M. Cuningham, M.D.
Henry Templeton, Esq.
R. Thwaytes, Esq., M.A.
S. Lobb, Esq., M.A.
K. Deighton, Esq., B.A
A. S. Harrison, Esq., B.A.
C. B. Clarke, Esq., M.A.
The Revd. T. V. French, M.A.
Baboo Mohendro Lall Sircar, M. D.
,, Kanailál Dey.

The Syndicate for the ensuing year is constituted as follows :—

Mr. W. S. Atkinson,
Revd. K. M. Banerjea, } *In Arts.*
Revd J. Murray Mitchell,
The Hon'ble A. G. Macpherson,—*In Law.*
Dr. J. Ewart,—*In Medicine.*
Colonel Nicolls,—*In Engineering.*

It is recommended that the Faculties for 1871-72 be constituted as follows :—

ARTS.

President:

W. S. Atkinson, Esq., M.A.

Members:

The Hon'ble the Lieutenant-Governor of Bengal.
The Hon'ble the Lieutenant-Governor, North-Western Provinces.
The Hon'ble the Lieutenant-Governor of Punjab.
The Right Revd. the Lord Bishop of Calcutta.
The Hon'ble John Strachey.
Major-General the Hon'ble H. W. Norman, C.B.
The Hon'ble B. H. Ellis, C.S.
Prince Golam Mohammed.
Lieutenant-Colonel W. N. Lees, LL.D.
T. Oldham, Esq., LL.D.
H. Woodrow, Esq., M.A.
Pandit Eswarchandra Vidyasagor.
H. S. Reid, Esq.
J. Sutcliffe, Esq., M.A.
George Smith, Esq., LL.D.
The Ven'ble Archdeacon J. H. Pratt, M.A.
The Revd. K. M. Banerjea.
S. B. Partridge, Esq., F.R.C.S.E.
C. U. Aitchison, Esq., C.S.I., C.S.
M. Kempson, Esq., M.A.
Raja Kali Kissen, Bahadoor.
J. W. McCrindle, Esq., M.A.
Baboo Romanauth Tagore.
„ Rajendralal Mitra.
Moulovi Abdool Luteef, Khan Bahadoor.
Kumar Harendra Krishna, Rai Bahadoor.
The Hon'ble L. S. Jackson.
E. C. Bayley, Esq., C.S.I., C.S.
The Hon'ble A. Eden, C.S.
Baboo Juggodanunda Mookerjee, Rai Bahadoor.
The Revd. E. C. Stuart, B.A.
The Revd. W. C. Fyfe.

Baboo Khetter Mohan Chatterjea.
„ Rámchunder Mitra.
„ Pearychand Mitra.
The Revd. J. Barton, M.A.
Whitley Stokes, Esq.
H. F. Blanford, Esq.
Baboo Bhudeb Mookerjea.
„ Prasanna Kumar Sarvadhikari,
The Most Revd. Walter Steins, D.D.
The Revd. T. Skelton, M.A.
The Revd. Dr. Murray Mitchell.
The Revd. J. P. Ashton, B.A.
J. A. Aldis, Esq., M.A.
J. Sime, Esq., B.A.
The Revd. J. Trafford, M.A.
C. H. Tawney, Esq., M.A.
J. Sanders, Esq.
The Hon'ble W. Markby.
A. O. Hume, Esq., C.B., C.S.
T. H. Thornton, Esq., D.C.L., C.S.
C. A. Elliott, Esq., C.S.
Captain W. R. M. Holroyd.
Colin Browning, Esq., M.A.
E. Willmot, Esq., B.A.
R. T. H. Griffith, Esq., M.A.
Baboo Bapu Deva Shastri.
Baboo Siva Prasad.
J. W. Sherer, Esq., C.S.I., C.S.
H. G. Keene, Esq., C.S.
J. D. Sandford, Esq., M.A., C.S.
Henry Templeton, Esq.
R. Thwaytes, Esq., M.A.
S. Lobb, Esq., M.A.
K. Deighton, Esq., B.A.

A. S. Harrison, Esq., B.A.
C. B. Clarke, Esq., M. A.
The Revd. T. V. French, M.A.
Baboo Mohendro Lall Sircar, M.D.

LAW.

President:

The Hon'ble A. G. MACPHERSON.

Members:

The Hon'ble the Chief Justice of Bengal.
The Hon'ble Sir R. Temple, K.C.S.I.
F. L. Beaufort, Esq.
W. A. Montriou, Esq.
Kumar Harendra Krishna, Rai Bahadoor.
The Hon'ble J. P. Norman, M.A.
Moulovi Abdool Luteef, Khan Bahadoor.
The Hon'ble L. S. Jackson.
Baboo Juggodanunda Mookerjea, Rai Bahadoor.
Whitley Stokes, Esq.
The Hon'ble Sir C. P. Hobhouse, *Bart.*
The Hon'ble Dwarkanath Mitra.
The Hon'ble Onoocool Chunder Mookerjea.
A. P. Howell, Esq.
The Hon'ble W. Markby.
G. S. Fagan, Esq., B.A.
W. Jardine, Esq., B.A.
H. C. Marindin, Esq.
Herbert Cowell, Esq.
The Hon'ble G. C. Paul.
The Hon'ble C. A. Turner.
The Hon'ble R. Spankie.
H. Bell, Esq., C.S.

MEDICINE.

President:

J. EWART, Esq., M.D.

Members :

J. Fayrer, Esq., M.D., F.R.C.S.
Norman Chevers, Esq., M.D.
S. B. Partridge, Esq., F.R.C.S.
F. N. Macnamara, Esq., M.D.
S. G. Chuckerbutty, Esq., M.D.
Baboo Chunder Coomar Dey, M.D.
J. P. Brougham, Esq., M.D.
N. C. Macnamara, Esq.
A. J. Payne, Esq., M.D., B.A.
C. Palmer, Esq., M.D.
W. K. Waller, Esq., M.D.
C. R. Francis, Esq., M.B.
W. Jameson, Esq.
J. B. Scriven, Esq.
W. J. Palmer, Esq., M.D.
D. B. Smith, Esq., M.D.
J. C. Brown, Esq., C.B.
J. M. Cuningham, Esq., M.D.
Baboo Kanailál, Dey.

ENGINEERING.

President :

COLONEL NICOLLS, R.E.

Members :

His Excellency the Commander-in-Chief.
T. Oldham, Esq., LL.D.
J. Sutcliffe, Esq., M.A.
Major E. C. S. Williams, R.E.
Colonel the Hon'ble R. Strachey, R.E.
The Ven'ble Archdeacon J. H. Pratt, M.A.
W. S. Atkinson, Esq., M.A.
Thomas Martin, Esq., C.E.
Colonel C. H. Dickens.

H. F. Blanford, Esq.
Colonel H. E. L. Thuillier.
Colonel J. E. Gastrell.
Lieutenant-Colonel J. G. Medley, R.E.
H. Leonard, Esq., C.E.

The under-mentioned gentlemen have conducted the University Examinations for the current year :—

Entrance Examination.

English ...	The Revd. R. Robinson. R. Parry, Esq. The Revd. J. Naylor. Dr. W. Robson.
Bengali and Sanskrit	Pundit Aghornath Tatwanedhi. Baboo Somenath Mookerjea. ,, Nakuleswar Banerjea. The Revd. Biprochurn Chuckerbutty.
History and Geography ...	W. B. Livingstone, Esq. H. Roberts, Esq. J. K. Rogers, Esq. The Revd J. S. Beaumont.
Mathematics	The Revd. J. Henry. R. Thwaytes, Esq. M. Mowat, Esq. W. McLaren Smith, Esq.

First Arts and B. A. Examinations.

English	The Revd. Dr. Murray Mitchell. C. H. Tawney, Esq.
Sanskrit	Revd. K. M. Banerjea. Pandit Moheschandra Nyaratna.
History	E. Lethbridge, Esq. Revd. C. M. Grant.
Mathematics and Natural Philosophy	M. H. L. Beebee, Esq. The Revd. T. Skelton.
Mental and Moral Science...	The Revd. S. Dyson. C. J. Neafield, Esq.
Physical Science ...	H. F. Blanford, Esq. J. Willson, Esq.

Entrance, First Arts and B. A. Examinations.

Greek and Latin ...	F. J. Rowe, Esq. R. Dick, Esq.
Arabic, Persian and Urdu ...	H. Blochmann, Esq.
Hindi and Oorya ...	Revd. K. M. Banerjea.

Honor and M. A. Degree Examinations.

English	C. H. Tawney, Esq. Revd Dr. Murray Mitchell.
Sanskrit	Revd. K. M. Banerjea. Pandit Moheschandra Nyaratna.
Arabic	H. Blochmann, Esq. Moulovi Obeydullah.
History	E. Lethbridge, Esq.
Mathematics	Revd. T. Skelton. M. H. L. Beebee, Esq.
Mental and Moral Science ..	Revd. S. Dyson. C. J. Nesfield, Esq.
Physical Science ...	H. F. Blanford, Esq. J. Willson, Esq.

LAW.

B. L. and L. L. Examinations.

L. A. Goodeve, Esq.
A. Phillips, Esq.

Honors in Law.

L. A. Goodeve, Esq.
A. Phillips, Esq.

MEDICINE.

L. M. S. and B. M. First and Second Examinations.

Anatomy	S. B. Partridge, Esq.
Chemistry and Medical Jurisprudence	W. Palmer, Esq., M.D.
Materia Medica ...	S. G. Chuckerbutty, Esq., M.D.

Medicine and Midwifery ...	N. Chevers, Esq., M D.
Surgery & Ophthalmic Surgery	J. Fayrer, Esq., M. D.
Physiology and Comparative Anatomy	J. Ewart, Esq., M. D.
Botany	C. B. Clarke, Esq.

ENGINEERING.

L. C. E. Examination.

Lieutenant Crichton.
J. M. Scott, Esq.
J. Sutcliffe, Esq.
H. H. Locke, Esq.

J. SUTCLIFFE,
Registrar.

Number of Candidates at University Examinations, and the number passed in each year since 1857.

	Entrance.		First Examination in Arts.		Bachelor of Arts.		Master of Arts.		Licence in Law.		Bachelor in Law.		Licence in Medicine and Surgery.				Bachelor in Medicine.				Doctor of Medicine		Licence in Civil Engineering.		Bachelor in Civil Engineering.	
													First Examination.		Second Examination.		First Examination.		Second Examination.							
	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.
1857 ...	244	162	...	...	...	...	...	...	...	...	...	...	12	12	...	...	...	...	...	...	...	...	...	...	...	...
1858 ...	464	111	...	...	13	2	...	...	...	...	19	11	40	24	...	...	...	...	...	...	...	...	...	...	...	...
1859* ...	1,411	583	...	...	20	10	...	...	...	...	20	3	31	12	...	...	...	...	...	...	...	...	...	...	...	...
1860 ...	808	415	...	...	65	13	...	...	...	...	22	10	31	13	...	...	...	...	...	...	...	...	...	...	...	...
1861 ...	1,058	477	163	97	39	15	1	...	7	2	17	14	16	7	20	14	...	...	...	...	...	...	10	6	...	...
1862 ...	1,114	417	220	99	34	24	3	...	16	8	13	13	33	18	17	7	...	...	...	...	1	1	18	14	...	...
1863 ...	1,307	690	272	149	35	25	7	6	19	9	15	9	35	16	19	14	...	...	...	...	2	2	...	...	...	...
1864 ...	1,396	702	321	151	66	30	8	3	1	1	22	19	42	22	25	11	...	...	...	...	2	0	10	5	...	...
1865 ...	1,500	510	446	202	82	45	15	11	7	5	17	17	34	14	20	18	2	2	...	...	1	1	5	2	...	...
1866 ...	1,350	638	426	131	122	79	18	15	17	13	22	11	35	10	26	20	5	5	...	...	...	...	9	...	...	...
1867 ...	1,507	814	388	188	141	60	39	22	17	14	36	22	44	17	18	15	2	1	2	2	...	...	6	6	...	...
1868 ...	1,734	892	423	196	212	99	25	15	10	3	72	51	45	6	13	11	2	1	4	3	...	...	3	2	...	...
1869 ...	1,730	817	520	225	174	77	29	18	32	13	98	58	61	27	20	19	3	2	2	2	...	...	7	4	1	1
1870 ...	1,905	1,099	540	233	210	98	32	24	28	18	87	74	56	42	7	5	4	4	1	1	...	...	...	...	...	...
1871 ...	...	...	...	...	212	84	39	35	27	12	83	51	58	38	29	27	2	2	2	1	...	...	9	3	...	...

* Two Entrance Examinations in 1859.